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ABSTRACT

This report presents the differences in perceptions of teachers and principals regarding the elements associated with successful teaching in the inner city or suburban environment, and reveals differences in teaching patterns in those settings. State directors of vocational education, state supervisors and teacher educators of distributive education, and high school principals were asked to identify a control sample and a sample of highly successful teachers. Data pertaining to background information and 396 teaching tasks were collected from 126 teachers representing an experimental group of 33 successful suburban and 33 inner city teachers, and a control group. Additional data pertaining to teaching effectiveness were also collected from the administrator of each teacher and from students. Analysis determined differences between the responses of highly successful and control teachers in each environment. Performance tasks revealing significant differences were also analyzed through factor analyses to determine common relationships. Although the findings did not reveal overwhelming differences between the two school settings, they showed a number of differences which should be considered in teacher education programs. Data collection instruments and other study materials are appended. (SB)

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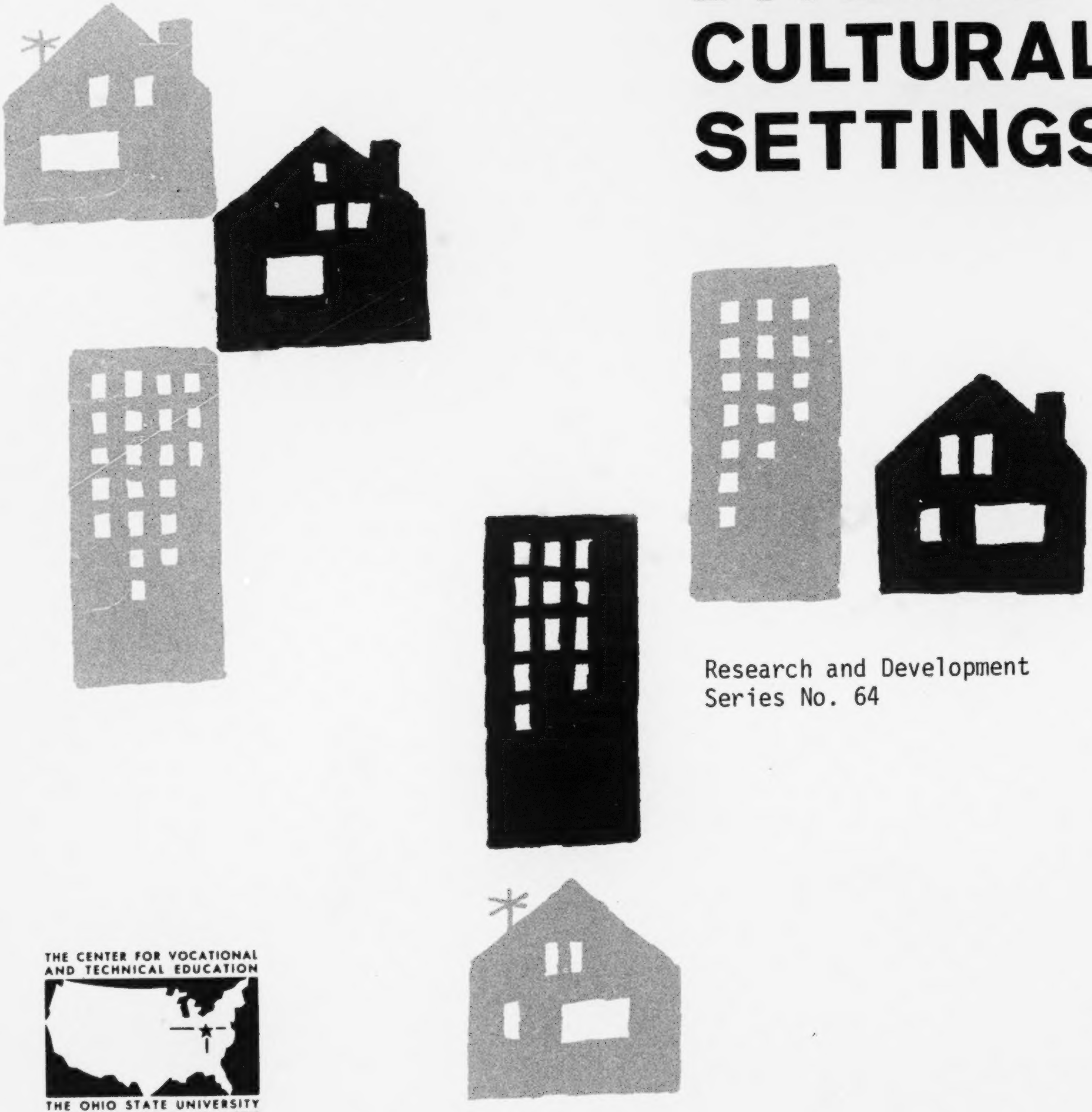
# VOCATIONAL TEACHING IN DIVERSE CULTURAL SETTINGS



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RESEARCH AND DEVELOPMENT
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# VOCATIONAL TEACHING IN DIVERSE CULTURAL SETTINGS

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
National Center for
Educational Research
and Development

# PREFACE

Determining the extent to which undergraduate programs preparing teachers to function in an inner-city, urban school setting should differ from existing programs has been a perplexing and difficult problem for teacher educators. The project, "Vocational Teaching in Diverse Cultural Settings," was designed to help in its resolution.

This report analyzes for distributive education the differences between teaching situations in inner-city/urban and outer-city/suburban schools. Later publications will report on the differences for teachers of business, home economics, and trade and industrial programs.

It is expected that this information from the field about performance requirements and teaching conditions will be useful to educators and supervisors of teachers in their numerous practical tasks such as selecting and assigning students and teachers, defining educational objectives and processes, and evaluating performance.

We wish to acknowledge the following Center personnel for their efforts in the first phase of the project: Edward J. Morrison, Research Coordinator; Edward T. Ferguson, Jr., Project Director; Harold Horton, Research Associate; Matthew Pasquale, Research Assistant; and Michael Mead, Technical Assistant.

A special note of thanks is due to the numerous teachers, principals and students whose time and energy made this study possible.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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# SUMMARY

This report presents the differences in perceptions of teachers and principals regarding the elements associated with successful teaching in two diverse school settings. The study also reveals overall differences in teaching pattern between outer-city/suburban teachers and inner-city/urban teachers.

Teachers, principals and students provide the data input for the study. Each has contributed in a unique way to a better understanding of the teaching situation within a specific cultural setting.

Teachers considered to be highly successful in each cultural setting under investigation were initially selected by state supervisors and teacher educators of distributive education, with a more final selection being determined by ratings from each teacher's principal. A similar procedure was used to obtain the selection of teachers composing the control groups for each cultural setting. By means of a rating instrument, the students of each teacher provided additional data regarding the teacher's effectiveness.

Teachers of distributive education responded to 496 performance tasks together with a variety of self-appraisals and personal data gathering instruments. Analyses were obtained to determine differences between the responses of highly successful and control teachers within each environment and between outer-city/suburban and inner-city/urban teachers. Performance tasks revealing significant differences were also analyzed through factor analysis to determine common relationships among the distinguishing elements.

Although the findings of the study did not reveal overwhelming differences between the two school settings under investigation, they have shown a number of differences which should be provided for within the structure of current programs of teacher preparation. The study also contains a data base by which the evaluation of existing distributive teacher education programs can be made.

# VOCATIONAL TEACHING IN DIVERSE CULTURAL SETTINGS

# CHAPTER I

# BACKGROUND OF THE STUDY

## OVERVIEW

Inner-city schools have traditionally played a special and strategic role in American life in providing the opportunity for upward mobility for numerous lower-class groups. It has often been said that inner-city schools were once the most effective democratizing agencies in American society. Through several decades they have provided immigrants with the necessary knowledge, skills, and attitudes needed to become employable, productive, and responsible citizens. However, for a variety of reasons, conditions have changed and education in the slums and ghetto is now considered to be a failure. Today's urban schools no longer appear to be able to serve the newer immigrants to the inner city. These schools, commonly referred to as tough, difficult or failures, are unable to perform as they did so effectively in the past.

Although inner-city youth--black, brown, and white--live in deteriorating home and community surroundings, they have the same innate potential as those who live in advantaged home and community settings. The responsibility for the school's failure, thus, cannot be placed totally upon the home or community environment; the system of education to which these children have been exposed must share this responsibility.

Studies have shown that at early ages inner-city students achieve somewhat like outer-city or suburban students; but as they move through the educational system, they fall farther and farther behind. At the beginning of their schooling, most inner-city children are highly motivated and have a desire to learn; after only a short exposure to school, they lose interest. With each year they remain in school their attitudes are apt to become more and more negative toward education and school itself. Thus, rather than showing improvement in performance and achievement, the inner-city youth gains little or nothing from his educational experience. The U.S. Office of Education, in the Equality of Educational Opportunity Survey, found that by twelfth grade the average outer-city or suburban student performs at or slightly below the twelfth-grade level in all academic areas; but, in marked contrast, the average inner-city student performs below the ninth-grade level.

When black mothers take their children to school the first day, they have the same hopes and desires for their children as do white mothers, whether or not they are informed about the ways to implement them. The poor child enters school with, at the very worst, a nebulous or neutral attitude toward school and learning, although most are enthusiastic and eager to learn. Teachers often describe these first graders as curious, cute, and independent. But when these children do not learn to read and write by the fourth or fifth grades they begin to perceive school as their enemy, a thing to be hated and fought at every turn. Their teachers begin to see them as alienated, angry and troublemakers. Thus, to a great extent, the responsibility and the blame for low achievement and the development of negative attitudes must be placed with the schools.

Also, when parents of inner-city students send their children to school in these early grades, they are optimistic and concerned about their educational possibilities, much the same as suburban parents. However, later in their children's school years, as their children become less interested, so too do the parents become less optimistic and concerned about their children's education.

One of the factors cited as a major cause for low achievement and motivation on the part of students in inner-city schools is poor teacher performance. Most teachers in inner-city schools are poorly prepared for their responsibility and are unable to effectively teach the disadvantaged learner. The most crucial element on which success in education depends is the classroom teacher; no matter how sound and well-defined the educational instructional innovations, success still depends upon teacher performance in the classroom. Even with the many innovative educational programs and projects now in existence in inner-city schools, a day seldom passes without a statement from some educator, be he college president or classroom teacher, regarding the failure of the great majority of inner-city teachers.

Educators can do little to restructure the disadvantaged home and community environment, but much can be done by teachers and teacher educators to restructure the learning environment which is not facilitating positive intellectual development. Educators can start by reshaping the learning environment of the disadvantaged youth and by revising the preservice and in-service teacher preparation programs for those who will teach in urban schools.

Providing a defensible program for the preservice and in-service preparation of teachers who will function in inner-city schools has been a gnawing problem facing vocational teacher education for the past decade. Previous attempts were designed, for the most part, to provide teachers with some participatory experiences and supplementary activities related to inner-city students and to acquaint teachers with the community and cultural environment of the inner city. Little, though, has been done to determine exactly what differences do exist when teaching is successfully performed in an inner-city culture in contrast to successful teaching which takes place in outer-city or suburban cultural environments. Preservice teacher preparation programs have tended to ignore altogether the environment in which teaching will take place, thus seeming to assume successful teaching as independent of environment. Most teacher preparation programs have not viewed the cultural background of those being taught as a variable having an effect on successful teaching. The notable exceptions in preservice teacher education are those programs in which internship training or on-the-job training within the classroom itself is an integrated part of the teacher preparation curriculum. Many school officials feel this "total immersion" concept is the answer to providing prospective teachers with insight into teaching where there exist special problems associated with functioning in particular school systems and with teaching students of varied cultural backgrounds. This operational pattern, although a movement in the right direction, can only be a partial solution to a complex problem. Inherent to the measure is the fact that the role of teacher education is, by default, being thrust upon classroom teachers, who are neither trained as teacher educators nor have the adequate time to completely perform this task.

Solution to the teacher preparation problem for those who will function in inner-city schools is a complex one and cannot be totally solved by any one measure. What is obvious, though, is that prime responsibility for teacher preparation will for some time stay with the university. It is, thus, imperative that universities design teacher education programs which provide prospective teachers with the techniques and procedures which will enable them to function effectively with students of differing cultural backgrounds and in varying school settings.

It was with these thoughts in mind that the present study was undertaken. The current phase of the research was designed as a pilot study to determine the feasibility of expanding the scope of the study to include a larger sample and teachers from several areas of vocational education.

## THE RESEARCH QUESTION

When administrators are asked to identify teachers who are effective within their schools, most are able to point to a limited number of teachers and say these people are successful teachers. What is not easily done, though, is the next step, that of determining why a teacher is considered to be successful. One way to answer this question is to determine what a successful teacher does that is different from what other teachers do who are performing similar tasks in a similar setting and/or cultural environment. When the question is further extended, it could also be asked: Are the factors which make a teacher successful the same when the teacher functions in varying environments and with students of different races, cultures and/or ethnic backgrounds? In addition, are those functions the same for any teacher of a specific subject area, no matter what the school setting or cultural environment?

The problem, then, is to identify and compare the teaching tasks performed by distributive education teachers in differing school settings and to determine the relationships between and among successful teachers and environmental setting. Comparisons can then be made with relation to performance tasks, teaching practices, race, culture, and/or ethnic background of students. The central theme of the study, thus, was to generate answers to the following formalized research questions:

1. Are there elements that make a teacher of a specific subject area be considered highly successful?
2. Do teachers considered to be highly successful in a specific subject area perceive performance tasks differently than other teachers of the same subject area who function under similar conditions?
3. Do teachers considered to be highly successful in a given subject area perceive performance tasks the same no matter where they teach?
4. Do all teachers of a given subject area perceive performance tasks the same no matter where they teach?

## SIGNIFICANCE OF THE PROBLEM

We do know that some teachers are successful when they teach in inner-city schools. In terms of our learning from them, the problem exists in that these teachers apparently cannot formulate their approaches theoretically; they can and do, however, demonstrate them in the classroom. Teacher educators would be able to gain a great deal of insight into teacher preparation if those teachers who are good practitioners in the classroom were not concentrating solely upon what they are doing and upon getting results but could also aid researchers and teacher educators in trying to find an answer to the basic question--Why am I successful?

In almost every inner-city school there are teachers who are considered to be effective. Here, however, we are usually confronted with a personality--a style or set of characteristics that seem to work well with inner-city youth. Doubt exists, though, as to whether these factors were ever developed in a teacher training institution. It is probably true that most successful inner-city teachers succeed and maintain faith in themselves and in their students through their unusual personalities. However, as Harry Rivlin (1965) pointed out, "No system of mass education can rely on the unusual successes of unusual teachers."

It was considered essential, therefore, that a study be designed which was concerned with determining differences in the elements of teaching in inner-city school environments when compared to the elements of teaching in outer-city or suburban school environments. This was done in an attempt to come to grips with the more basic question: Should the preparation of teachers for inner-city schools be different from that which is now prevalent in our colleges and universities? Knowledge of these differences thus becomes the first step toward sound teacher selection procedures and program design.

## OBJECTIVES OF THE STUDY

The primary objectives of the study were: 1) to identify and examine critically the teaching tasks and practices performed by teachers of distributive education which are associated with successful teachers when the teacher is functioning in either an outer-city/suburban or an inner-city/urban cultural environment, and 2) to investigate the overall differences in teaching patterns in each cultural environment.

An examination was also made of the characteristics and teaching practices of teachers considered by their school administrators and students to be effective when teaching in a specific culture or school environment. A similar evaluation was performed on two groups of teachers used for control purposes.

## LIMITATIONS

For the purpose of simplicity and because of the diversity and all-inclusiveness of teaching tasks, teachers of distributive education only were used in the study. The instruments, however, were uniquely designed to reflect basic concepts common to the tasks and practices performed in all areas of vocational education.

Further, the study was specifically concerned with teachers who functioned in outer-city/suburban high schools or teachers who taught in inner-city/urban high school settings. Although race as well as cultural and ethnic background of students being taught was an important consideration in the study, the two factors were not mutually exclusive within a given school setting.

## RELATED RESEARCH

A search of the literature and research pertaining to effective teaching practices used by inner-city teachers yielded little of specific nature. Most of the literature and research studies dealt with gross generalities associated with the problem.*

There is currently much information available on projects and programs related to the preservice and in-service training of teachers who teach academically and economically disadvantaged students. However, as these projects and programs are studied in depth, they provide little information on what actually happens in the classroom. One of the difficulties in trying to improve teaching for those who are not learning is that little information has been collected and categorized regarding the teacher's behavior and the techniques and methods that are now effectively being used in the classroom. There were a few research studies related to preservice and in-service teacher education programs for those who teach in the inner city which bear mentioning. Here again, the situation was much the same with relation to effective teaching practices; few studies were focused to any degree of specificity.

It was felt that, for the purposes of the report, a literature search drawing together these generalities would provide a framework whereby more specific teaching practices could be studied. A review of literature and research on in-service and preservice teacher education programs could also reveal commonalities in selected preservice and in-service teacher training programs, which could aid in improving teaching in inner-city schools.

Perel and Vario (1969) found that very few teachers had been trained specifically to teach in ghetto schools, although every teacher training institution, particularly those in New York City, claimed to have initiated programs specifically designed to train teachers for ghetto schools. These programs, however, have not produced a substantial number of adequately trained teachers; and little has been done to determine the effectiveness of these specifically trained teachers.

Green (1967), in a paper prepared for the National Conference on Equal Educational Opportunity in American Cities, cited data from a survey of 10 major teacher training institutions which

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*A Computer search of *Research in Education* (RIE) was made from 1967 through September, 1970. The general descriptors used were: teacher characteristics, teaching techniques, in-service teacher education programs, and preservice teacher education programs. Each descriptor was narrowed for a concern with disadvantaged populations.

showed these institutions not to be realistically facing the problem of providing quality teachers for urban youth. Green believes preservice teacher training programs must include much more direct contact with disadvantaged communities. He also pointed out that the activities in in-service workshops should include observation of master teachers and the possibility of living for a time in depressed neighborhoods. Green feels it is the teacher who is crucial to the success of the inner-city educational program.

The National Education Association, in a recent study, pointed out three areas in which teachers were found to be lacking in their preparation: 1) teaching methods, 2) classroom management routines and discipline, and 3) use of audiovisual equipment and materials (Davis, 1967).

Morrison and Ray (1968) investigated the WEXPO - 9 Program, an experimental approach to the preparation of elementary teachers for inner-city schools. The project, which encompassed nine teacher preparation institutions in the Detroit area, was designed to better prepare inner-city teachers by introducing them to student teaching in the inner city in their junior year. Assessment of the influence of the preparation on concepts of teaching and learning were derived by observational and instrumentational procedures which assessed teacher behavior to detect changes in teaching patterns throughout the junior year. The investigation concluded that an awareness of the language of teaching concepts and training in observing and interpreting data had a positive effect on teaching behaviors. The student teachers were better prepared for teaching in the inner city than those involved in conventional student teaching programs.

O'Brien (1965) felt that two major considerations were involved in the successful educating of culturally disadvantaged youth. First, it was necessary to determine the characteristics of effective teachers of the disadvantaged; and second, it was necessary to determine the role of course work in curriculum and methodology in the preservice preparation of teachers of the disadvantaged.

Clifford's (1964) analysis of literature and studies related to research and experimentation revealed that middle-class educational techniques were inadequate in reaching the lower-class child. Disadvantaged students developed their own language pattern, thus making teacher-student communication difficult. Clifford concluded that teachers in preservice and in-service educational programs should be trained to understand the cultural patterns of the group they will be teaching. Clifford's study also showed that personality development in the culturally deprived children was based on a series of self-concepts which enable the child to understand his own abilities. Lower-class children were best motivated by relating curricular materials to their own needs.

Clifford further found that the vast majority of public school experimental programs located in urban areas train teachers in techniques which allow children to express themselves. The teachers learned by working in a team teaching situation and using new teaching materials.

Colleges and universities have begun to move in the direction of providing more specific training for teachers of disadvantaged students. Those which sponsor Teacher Corps or other special training programs have made particular progress. In general, according to Havighurst and Levine (1971), the most important elements in a successful program to train inner-city teachers seem to be: 1) early experiences in inner-city classrooms--before a teacher takes educational methods and theory courses, 2) college instructors and supervisors who have firsthand knowledge of and experience in inner-city schools, 3) full-time assignments in inner-city schools during one or more semesters in which professional studies in various disciplines such as psychology and curriculum are closely integrated with each other and with opportunities to practice teaching skills in the classroom, and 4) sufficiently intensive experience in inner-city communities and institutions which allows future teachers to overcome negative and stereotyped attitudes about disadvantaged persons.

Closely related to the need for better preservice training is the necessity of providing more and better in-service training for teachers in inner-city schools. Unless teachers already staffed in inner-city schools become more effective, better trained teachers coming to the schools will have little permanent impact on students and will ultimately leave the inner-city school setting or reduce their level of effort. One of the major recommendations of the Washington School Survey of 1966-67 was that a substantial part of the teacher's time, as well as that of all other school professionals, should be devoted to continuing in-service work designed to upgrade knowledge (Passow, 1967).

There can be no doubt that one of the most accurate and complete summaries of the commonalities in programs which prepare urban teachers as well as of what successful inner-city teachers do was described by Haberman (Usdan and Bertolaet, 1966). Haberman stated four major considerations basic to the development of programs which prepare urban teachers: 1) the degree to which the college or university program individualizes, 2) the nature of the personal models influencing prospective teachers, 3) the degree of freedom offered prospective teachers in their professional laboratory experiences, and 4) the nature of the help received by first-year teachers in urban schools. Haberman suggested that perhaps the most fruitful approach for determining the content of teacher preparation was to describe more specifically what successful beginning teachers do. Through an observation of the performance of successful teachers in selected urban schools, six areas of study about teacher behavior were determined: 1) the nature of subject matter--findings revealed successful teachers to be enthusiastic about subject matter; they were able to arouse students' interest in studies which they previously had not enjoyed or were in areas which were new to them; 2) the nature of children and youth--successful teachers organized the classroom in terms of the students' developmental levels; the teacher prepared materials, gave directions, and simultaneously guided the work of several groups of students; 3) the nature of the educational setting--successful teachers demonstrated a basic respect for pupils; they gathered data about the school, neighborhood, and community and applied this knowledge to unblock or increase students' learning; 4) the nature of the process of learning--successful teachers set standards which lead to success; they set individual standards by which students could succeed and which they regard as worthwhile; 5) the nature of teaching--successful teachers used students' ideas to clarify thinking and values; the teacher listened to pupils, remembered what they had said, and used their ideas to clarify their thinking; and 6) the nature of self--successful teachers evaluated their own ideas, feelings and behaviors; they were introspective regarding the effects of their attitudes and behaviors on the work of their students.

This brief literature review revealed with little doubt the great need for research in the area of what actually happens in the classroom as well as the need to examine what teachers themselves believe make them successful when they function in a given school setting. The findings of the study contained in this report attempted to provide the basis or framework for a sound pre-service or in-service teacher education program for distributive education and other vocational education teachers.

# CHAPTER II

# CONDUCT OF THE STUDY

## OVERVIEW

Considering the realities of developing a teacher education curriculum for prospective preservice or in-service teachers who will function in inner-city schools teaching minority group youth, one paramount question is quickly posed: How will the teacher education curriculum differ from what is now being taught in existing teacher education programs?

One means open to the researcher in seeking an answer to this question is to determine what highly successful teachers do when teaching minority-group youth in inner-city schools that is different from what highly successful teachers do when teaching youth in outer-city or suburban schools.

To achieve an answer to this question, a list of 396 teaching tasks were developed representing activities performed by a teacher of distributive education. Thus, through a comparison of the perceptions and characteristics of teachers, observations could be made which would focus on differences between groups of teachers. These differences would then provide the framework for the development of a teacher education curriculum specifically designed to prepare teachers for teaching in inner-city schools.

## POPULATION AND SAMPLE

During late September, 1969, letters were sent to all state directors of vocational education and state supervisors and teacher educators of distributive education. The names of the distributive education state supervisors and teacher educators were obtained from the official 1969 directory published by the U.S. Office of Education, Division of Vocational and Technical Education (see Appendixes 1, 2, 3).

Each letter acquainted the recipient with the research project being undertaken by The Center for Vocational and Technical Education. State directors were provided with a one-page abstract describing the proposed research and were asked for their endorsement of the project. The state supervisors and teacher educators of distributive education were also provided with abstracts which more fully explained the study, and in addition were asked to complete a form (see Appendix 4) which requested the names of five highly successful teachers of distributive education who functioned in inner-city schools and five highly successful distributive education teachers who taught in outer-city or suburban schools.

Initial responses were received from 48 states, the District of Columbia, and Puerto Rico. One of these states, Hawaii, declined participation in the study due to the varied cultural backgrounds of the state's total population. Puerto Rico, it was later decided, would also be excluded from the study due to the problems posed by the language barriers of both teachers and students. Thus, names of highly successful teachers included in the initial sample were obtained from 47 states and the District of Columbia.

A total listing of teachers' names was compiled (545 names--327 outer-city/suburban and 218 inner-city/urban. Each state supervisor was then sent the names of all teachers submitted from his state by either the state supervisor or teacher educators (see Appendix 5). The state supervisor was asked to verify the list as to the correctness of the environmental school setting and to make any comments he felt important regarding specific teachers whose names appeared on the list. He was then asked to randomly select two additional teachers of distributive education, functioning in each school setting under investigation, whose names had not appeared on the original list. The state supervisor was informed that the additional four teachers would be used to comprise a control group.

Forty-two state supervisors replied to the second request for names of control teachers. One hundred forty-two names were obtained for the control groups (83 outer-city/suburban; 59 inner-city/urban). Thirty-seven names of successful teachers (14 outer-city/suburban; 23 inner-city/urban) were eliminated by the state supervisors or the researcher as not meeting the criteria for inclusion in the study. The adjusted list of highly successful teachers showed 508 names from 47 states (313 outer-city/suburban and 195 inner-city/urban).

The principal of each teacher named in the adjusted sample of experimental and control teachers was then contacted and asked to rate, on a preliminary rating form, the distributive education teachers' effectiveness in relation to all other teachers in his school (see Appendixes 6 and 7). Out of a possible 650, a total of 525 short rating forms were returned, 269 in group I, the suburban or outer-city successful teachers; 148 in group II, the inner-city successful teachers; 62 in group III, the suburban or outer-city control teachers; and 56 in group IV, the inner-city control teachers.

The preliminary rating forms were scored (see page 18 for a detailed explanation of scoring procedures) and invitations to participate in the study were sent to the teachers with the 50 highest ratings in groups I and II and to teachers with the 50 lowest ratings in groups III and IV (see Appendix 8).

One hundred seventy teachers (44 in group I, 44 in group II, 46 in group III and 36 in group IV) expressed a desire to participate in the study. A final sample of 126 teachers (33 in group I, 33 in group II, 33 in group III and 27 in group IV) represented those teachers on whom complete sets of data were gathered. Teachers from 42 states and the District of Columbia comprised the final sample. The state supervisor of distributive education in each of the 42 states having teachers involved in the study was then contacted for information purposes (see Appendix 9. Also see Appendix 10 for the distribution of teachers by state and group association).

## TIME LINE

By mid-March, 1970, invitations to participate in the study were sent to the 200 teachers who qualified as part of the final sample. Upon the receipt of a letter of acceptance, the teachers were forwarded two sets of data-gathering materials every two weeks for six weeks and adequate numbers of the student questionnaires. Each set of materials was stamped with a requested completion date.

Set Three, an instrument which gathered data on 124 overt student classroom behaviors, was also forwarded to the teachers included in the sample population; although the data obtained by this instrument were not included in this report. Set Three became the basis for a separate research report which provided data on student behavior problems encountered by teachers in outer-city/suburban and inner-city/urban schools.

At the same time Sets One and Two were forwarded to the teachers, the administrators' comprehensive rating form was sent to each teacher's principal. It may be interesting to note that of the 170 teachers who had originally agreed to participate in the study, only one principal refused to rate the teacher on this comprehensive rating form.

During the first week of May, 1970, student questionnaires were sent to all teachers in the study. The teachers were asked to administer the instrument any time prior to school closing.

A cut-off date of July 15, 1970, was established for all data to be included in the study. One follow-up letter was sent to the teachers as a reminder of past due materials. At that date all teachers for whom data were complete were used in the final study population. During the summer additional data were returned by teachers. This data, although completing the materials of 13 teachers, were not used in the study.

By September 1, 1970, results of the students' questionnaires were forwarded to each teacher who had returned the instruments. Each teacher was provided with a frequency count of his students' responses to the 50 questions, together with a cumulative frequency count of students' responses for all successful teachers in the sample within a specific school setting (see Appendix 15). The teacher could then compare the percentage of his students responding positively to a particular item with the corresponding percentages for all successful teachers in his school setting.

## DESIGN OF THE STUDY

The casual comparative design or "ex post facto" design was used in the study. This design represents an effective means of investigating two comparative groups differing on the criterion--highly successful teaching performed in either an outer-city/suburban school setting or in an inner-city/urban school setting. The design also afforded a means to determine overall differences in teaching procedures between the two school settings under investigation.

By a comparison of teachers considered to be highly successful (an experimental group) in an inner-city school setting with a cross-section of other teachers (a control group) in that setting, differences in perceptions and characteristics implied elements (teaching tasks) contributing to success in that environment. Further, through a comparison of teachers considered highly successful (an experimental group) in an outer-city/suburban school environment with a cross-section of teachers (a control group) in that environment, differences in perceptions and characteristics might again also be detected. The goal, then, became comparing the sets of differences in teaching tasks obtained in each environment. By accomplishing this, elements unique to successful teachers in each environment were determined, as well as determining overall differences which existed between the two environmental settings. As these elements of success and environmental differences were drawn from the data, a list of characteristics and perceptions about teaching tasks related to school setting and successful teaching in the inner-city/urban and outer-city/suburban environments were formulated. The elements associated with the inner-city environment would thus become the broad framework for the formulation of a teacher education curriculum for those teachers who wish to function in an inner-city school setting. To accomplish this end, three null hypotheses were tested for each part of all elements comprising the 396 teaching tasks, the administrator's comprehensive rating form, and the student questionnaires.

The null hypotheses were:

$Ho_1$: There is no significant difference between the distributions of responses in the outer-city/suburban experimental group (Group I) and the outer-city/suburban control group (Group III).

$Ho_2$: There is no significant difference between the distributions of responses in the inner-city/urban experimental group (Group II) and the inner-city/urban control group (Group IV).

$Ho_3$: There is no significant difference between the distributions of responses in the inner-city/urban (Groups II and IV) and outer-city/suburban teachers, principals, and students (Groups I and III).

Thus, items fell into four lists, two lists containing items associated with success of teachers in each school setting. These two lists were constructed when $Ho_1$ was accepted and $Ho_2$ was rejected, or vice versa. Two other lists contained those items associated with each of the school settings which were derived from a rejection of $Ho_3$. It is important to stress that each element (teaching task) contained several sub-parts within the task item. The sub-parts associated with the teaching tasks were degree of importance, frequency of performance, degree of teachers' personal effectiveness in accomplishing the task, and the impediments to teacher effectiveness in accomplishing the task.

## INSTRUMENTATION AND DATA TREATMENT

### ADMINISTRATOR'S PRELIMINARY RATING FORM

Crucial to the execution of the study was determining a means by which the initial selection of highly successful teachers in each of the environments under investigation could be verified as indeed being highly successful teachers. Further, it was necessary to validate the selection of control teachers to determine whether or not these control teachers differed significantly from the experimental or highly successful teachers. One step toward accomplishing this was to develop an instrument which would assess teacher effectiveness as perceived by each teacher's building principal.

Inherent within the problem was a design limitation that control teachers could not be obtained from the same school as experimental teachers and therefore could not be rated by the same administrator. This situation exists as a vast majority of the distributive education programs located throughout the country are single teacher programs. Therefore, the primary intent of the administrator rating instruments was to validate the selection of a teacher as being highly successful or a control teacher and not to determine the placement of a teacher in either group.

An administrator's preliminary rating form was constructed to obtain a brief, but hopefully accurate, assessment of each teacher's effectiveness in relation to other teachers in the school. The instrument contained 10 items of the multiple-choice type, together with a vertical scale marked Superior, Excellent, Above Average, Average, and Below Average. The two parts of the instrument were qualified by a confidence level rating scale, ranging from Very Confident to Very Doubtful (see Appendix 7).

*Data Treatment*.--A simple weighting process was used to score each item according to the confidence level of the rater, yielding a score ranging from 0-400. This was accomplished by assigning a maximum value of five to each of the 10 multiple-choice questions; then by multiplying the score by the confidence level (very confident = 4 . . . , very doubtful = 1), scores were obtained according to the rater's confidence. The same weighting process was used with the continuous interval scale. This was accomplished by dividing the scale into distinct intervals and assigning each interval a value. The scores on both parts of the instrument were then combined.

A Mann-Whitney U was calculated to determine the presence of difference between experimental and control groups, and a Pearson product moment coefficient r was computed between the portion of the instrument with the 10 multiple-choice questions and the continuum scale.

## ADMINISTRATORS' COMPREHENSIVE RATING FORM

A second and more detailed administrator rating form was developed to identify specific characteristics which administrators felt contributed to teacher success. The instrument was field-tested by 12 high school principals enrolled in the educational administration doctoral program at The Ohio State University, and revisions were made of the original draft. The instrument was developed to assess personal characteristics and attitudes, as well as general teaching ability and performance of specific teaching tasks. The instrument contained several sub-sections and used a variety of indices and scales to assess teacher performance.

The administrator of each teacher selected in the final sample was again asked to rate the teacher's effectiveness. As was the case with the preliminary rating form, principals were asked to rate the teacher's effectiveness in relation to other teachers within the school (see Appendix 11).

Data Treatment.--An item analysis was performed on the 161 items contained in the instrument to determine if all items measured the same entity as the total instrument. A composite score was then calculated based upon the best items (those which discriminated at $>$.50, significant at the .001 level or below). The scores on the comprehensive administrator rating were also correlated with those of the preliminary administrator rating to determine whether the more extensive comprehensive rating form actually measured teacher effectiveness.

A Mann-Whitney U test was performed on the administrators' comprehensive ratings between experimental and control groups each environment and between the outer-city/suburban and inner-city/urban environments. This statistical treatment tested the null hypotheses:

$Ho_1$: Distributions of group I and III identical

$Ho_2$: Distributions of group II and IV identical

$Ho_3$: Distributions of groups I and II identical

$Ho_4$: Distributions of groups III and IV identical

These tests were performed to determine if the regression effect of using only subjects with extreme scores on the preliminary principal rating had destroyed the primary differences (teacher effectiveness) between the groups on the comprehensive rating.

A chi-square analysis was employed to determine if differences existed in perceptions and characteristics of all teachers within a given school setting (between combined groups I and III, and groups II and IV) as well as those teachers who were viewed highly successful by their principals within each of the environments (between groups I and III and II and IV). All discriminating items (.05 level) were analyzed individually with the frequency of responses being entered into a contingency table. The following null hypotheses were then tested for each item relative to the data obtained from principals of experimental and control groups of teachers:

$Ho_1$: no significant difference between the distribution of responses of principals of teachers in the outer-city/suburban experimental group and outer-city/suburban control group.

$Ho_2$: no significant difference between the distribution of responses of principals of teachers in the inner-city/urban experimental group and inner-city/urban control group.

$Ho_3$: no significant difference between the distribution of responses of principals of all teachers in the inner-city/urban group and the outer-city/suburban group.

When compared with expected frequencies by chi-square, a significant result indicated an association between group membership and response, i.e., the principals in the experimental (highly successful) and control groups within a given setting responded differently by more than a chance deviation ($Ho_1$ and $Ho_2$). Or, when an item from the inner-city principals' ratings differed significantly from the same item on the outer-city/suburban principals' ratings, the difference indicated an item unique to the inner-city/urban environment or suburban environment, depending upon the response to the item and the direction of the item ($Ho_3$).

## TEACHING TASKS AND BACKGROUND DATA INSTRUMENTS

Five sets of instruments were developed which gathered data from all teachers involved in the study. Set One gathered background data on the school, the community, and personal teacher data, as well as data on teacher attitudes and a self-appraisal of teacher performance.

Sets Two, Four, Five and Six gathered data on 396 teaching tasks performed by the teachers. The teaching tasks were compiled as a result of a literature search and were verified and supplemented by distributive education personnel in the field. The tasks were divided into eight categories: instructional (134), classroom management and student control (43), distributive education program (61), youth club (19), adult education (9), clerical and operational (60), student counseling and personal guidance (40), and professional (30). The tasks were divided into categories for a more selective reporting of data within the given task category (see Appendix 12). *A complete package of data gathering instruments is available upon request.*

Original drafts of each of the sets were field-tested by 16 distributive education teachers and the state supervisor from the State of Ohio. These teachers were representative of the school environments under investigation. Original drafts of the instruments were reviewed on the recommendations of those who tested the instruments.

Data Treatment.--A chi-square analysis was performed on each of the 396 items to determine the differences in perceptions and characteristics related to each experimental and control group and the two school environments. The following null hypotheses were then tested in association to the data obtained from the teachers in the sample:

$Ho_1$: no significant difference between the distributions of responses of teachers in the outer-city/suburban experimental group (Group I) and the outer-city/suburban control group (Group III).

$Ho_2$: no significant difference between the distributions of responses of teachers in the inner-city/urban experimental group (Group II) and the inner-city/urban control group (Group IV).

$Ho_3$: no significant difference between the distributions of responses of teachers in the inner-city/urban (Groups II and IV) and the outer-city/suburban teachers (Groups I and III).

As was the case with items on the comprehensive principal rating form, when compared with expected frequencies by chi-square, a significant result (.05 level) indicated an association between group membership and response. (For a more detailed description see pages 18 - 20.) From the chi-square, a Cramer Phi was calculated which gave an index as to the extent of the association existing between response to the item and group association. Further, a factor analysis was performed on all items showing a significant difference. This analysis was made to determine any relationships which existed to a larger component.

## STUDENT QUESTIONNAIRE

A 50-item, machine-scored questionnaire was developed to determine students' ratings of their teachers' effectiveness regarding the methodological and instructional techniques used by their teachers (25 items) and the students' ratings of their teachers' effectiveness in the areas of empathy and understanding (25 items). The rating also was another means to validate the placement of teachers in experimental or control groups. The instrument contained both positive and negative items in both general categories. The students were asked to rate their teachers on the 50 items, responding to the "degree of fit" of each item, varying from always, most of the time, sometimes, and never (see Appendix 13).

The student questionnaire was field-tested for reading difficulty and comprehension of the items by 10 high school-age students of varying abilities and cultural backgrounds. Several items from the original draft were revised accordingly.

Data Treatment.--A frequency count was made as to the number of students choosing each response for each teacher. Totals from the frequency count of each group were used in a chi-square analysis and the following null hypotheses were again tested:

$Ho_1$: no significant difference between the distributions of responses of students in the experimental outer-city/suburban group and the control outer-city/suburban group.

$Ho_2$: no significant difference between the distributions of responses of students in the experimental inner-city/urban group and control inner-city/urban group.

$Ho_3$: no significant difference between the distributions of responses of students in the inner-city/urban school setting and the students in the outer-city/suburban school setting.

# CHAPTER III

# FINDINGS OF THE STUDY

## OVERVIEW

It was considered essential to the basic design of the study that highly successful teachers be identified in each of the school settings under investigation. One means to determine if a teacher considered to be highly successful by one group of experts is indeed highly successful is to compare the selection of the first group with the rating of another group. This comparison was accomplished by having the principal of each teacher rate, by comparison to all other teachers in the school, teachers who had been initially identified by the state supervisor or teacher educator of distributive education within the teacher's state as being a highly successful distributive education teacher functioning in either an outer-city/suburban or inner-city/urban school setting.

To further validate the selection of teachers as being highly successful, a selection of a second group of distributive education teachers, not meeting the criterion, being highly successful, was obtained from the state supervisors of distributive education. This second selection of teachers comprised control groups for each of the school settings under investigation. A comparison was again made to determine if these groups of control teachers differed significantly from the highly successful teachers. This comparison was also derived by having the principal of each teacher rate, by comparison to all other teachers in the school, the teacher having been identified by the state supervisor as being a teacher of distributive education, not meeting the criterion of highly successful but functioning in either an outer-city/suburban or inner-city/urban school setting.

This chapter presents findings relative to two ratings by the principals which identified differences in teacher effectiveness between the experimental and control teachers in each environmental school setting and which showed similarities in teacher effectiveness between the two experimental groups and similarities between the two control groups of teachers. Findings are then presented relative to several comparisons between outer-city/suburban and inner-city/urban school settings and between teachers considered to be highly successful and control teachers in each school setting.

Findings and comparisons were first derived from the administrators' comprehensive rating form which assessed the elements principals perceived to be associated with successful teaching. Next, comparisons were made concerning the characteristics and attitudes of the teachers in the population. The 396 teaching tasks performed by teachers of distributive education were then analyzed. Comparisons and associations of the teaching tasks were assessed in the order of perceived importance, frequency and teacher effectiveness in relation to the responses of teachers in the outer-city/suburban and inner-city/urban school settings. And lastly, additional comparisons associated with teacher effectiveness were made from the administrators' comprehensive rating form, a teacher self-appraisal of performance, and a student questionnaire. All items related to teaching tasks, attitudes of teachers, and characteristics of the population, found to be significantly different, were judged so at the .95 level of confidence.

## ADMINISTRATORS' PRELIMINARY RATING FORM

A population of 650 principals of teachers who were recommended and met the criteria for initial selection were contacted. Five hundred twenty-five (525) preliminary administrators' rating forms were returned by the principals. Ratings of 269 teachers, in group I, outer-city/suburban, highly successful teachers; 148 in group II, highly successful, inner-city/urban teachers; 62 control teachers from an outer-city/suburban setting (group III); and 56 inner-city/urban control teachers (group IV), comprised the data for the initial sample. The 50 highest ratings by principals of the teachers in groups I and II and the 50 lowest ratings by principals of the teachers in groups III and IV were then chosen as a reduced sample of teachers to be included in the study.

A possible numerical rating on the administrators' preliminary rating form ranged from 0--400. Mean scores for the 50 teachers in each of the four groups were as follows: group I, 397.3; group II, 393.4; group III, 317.2; and group IV, 301.6. A Mann-Whitney U was calculated between I and II and II and IV. Significant differences at the .001 level were observed between the teachers considered highly successful in each school setting and the control teachers in the setting.

Of the original 200 teachers contacted to participate in the study, 170 accepted, but complete data were received on only 126 teachers, who comprised the final study sample. (See pages 14, 15, and 16 for a full explanation of sample reduction.) Mean scores were again calculated for the final sample of 33 teachers in group I; 33 teachers in group II; 33 teachers in group III; and 27 teachers in group IV. All confidence ratings in the final sample were equal to the weighting of one. The elimination of the confidence level weighting revealed a slight upward change in the mean scores in the control groups but overall strengthened the validity of the instrument. When mean scores were again calculated using a possible numerical range from 0-100, the means for each group revealed the following: group I, 98.48; group II, 95.58; group III, 84.48; and group IV, 74.22.

A Mann-Whitney U was again calculated to determine the presence of differences between the groups in the final sample. A one-tailed test was performed on groups I and III and groups II and IV; and a two-tailed test was made between groups I and II. The results of the one-tailed tests showed for groups I, III, $z = -5.66$; and for groups II, IV, $z = -6.88$. The two-tailed test between groups I, II showed $z = -4.61$. All z scores were significant at .001. Significant differences thus indicated Group I $>$ Group III; Group II $>$ Group IV; and Group I $\neq$ Group II.

A Pearson product moment coefficient $r = .745$ showed a significant correlation (.001 level) between the 10 questions in the first portion (10 multiple-choice questions) of the administrators' preliminary rating form and the equal interval rating scale comprising the second half of the instrument.

The administrators' preliminary rating form was thus an effective means by which a reduction in the initial sample was accomplished without destroying the differences and similarities originally observed between the groups, and was considered an adequate measure of teacher effectiveness.

## ADMINISTRATORS' COMPREHENSIVE RATING FORM

Data from 126 principals of teachers in the final sample were used in the analysis of the comprehensive rating form. An item analysis was performed using all 161 items; each numerically scored from 1-5 with five being the most positive score. One hundred of the 161 items were found to correlate at $r > .50$ with the total score on the instrument (significant at .001 level).

The 100 items were thus used to comprise a composit score (maximum 500) for each principal rating. Mean scores for each of the groups were: group I, 440.67; group II, 437.12; group III, 404.15; and group IV, 374.48.

A Mann-Whitney U was then calculated to determine if the groups still showed significant differences. A one-tailed test between groups I and III, $z = -2.96$, led to a rejection of $Ho_1$ (group I $\leq$ group III). The one-tailed test between groups II and IV, $z = -3.73$, also led to the rejection of $Ho_2$ (group II $\leq$ IV). These one-tailed tests were significant at the .01 and .001 levels respectively, thus meeting the previously set .05 level criterion. A two-tailed test calculated between groups I and II, z = -.2888, led to the acceptance of $Ho_3$ (group I = II). This test showed no significance at any level. Also, a two-tailed test between groups III and IV, z = -1.94, led to acceptance of $Ho_4$ (group III = IV), but acceptance or rejection of the equality of the two control groups were not considered important to the conduct of the study. (See four hypotheses, pages 19-20, for a detailed explanation of criteria for null hypothesis acceptance or rejection associated with the equality of groups.)

A Pearson r was performed which used composite scores from the administrators' comprehensive rating, correlated with scores from the preliminary rating instrument. This test showed correlations associated with the outer-city/suburban school settings of r = .610; with the inner-city/urban school settings r = .774; and a correlation with all groups of r = .696. All correlations were significant at .001. A z test of significant differences between the coefficients yielded z = 1.77, showing no significance at p = .05.

## PERCEIVED TEACHER EFFECTIVENESS

Each principal's rating was analyzed to determine differences between ratings for teachers considered to be highly successful and control teachers in each of the environmental school settings under investigation. Ratings were also analyzed to determine differences between ratings for teachers made by principals functioning in the outer-city/suburban school settings and ratings performed by inner-city/urban principals. Data obtained from these analyses were used as a partial basis, answering research question one (posed on p. 6 of this report). It should be noted that the principals had no way to determine whether a teacher was considered highly successful or a control-group teacher. The only instructions to the principals were to rate the teacher's effectiveness compared to all other teachers in the school. The number of years and months each administrator had been the teacher's principal was considered as a possible variable in the principal rating. The average number of years for each group was group I, 5.0; group II, 4.0; group III, 3.1; and group IV, 2.8; showing no appreciable variation in the time each group of principals has supervised the teachers. The three null-hypotheses listed on p. 17 were used to test for differences in responses between and among groups of teachers.

$Ho_3$ was rejected on 11 elements showing a statistical difference between the ratings performed by the combined groups (I and III) of outer-city/suburban principals and the combined groups (II and IV) of inner-city/urban principals. When responding to the item associated with the teacher's ability in group communication [verbally expresses himself effectively to and in groups; effectiveness is not reduced by self-consciousness, wordiness or self-centeredness]; the principals in the outer-city/suburban schools rated their teachers significantly higher than did the inner-city/urban principals. Several other elements also showed a significantly higher rating by outer-city/suburban principals. Respects students as individuals, uses conversational manner of teaching--informal, easy style, and provides an opportunity for students to help decide rules and regulations of the classroom were three elements which outer-city/suburban principals perceived their teachers accomplished to a higher degree than did the principals of inner-city/urban teachers. Three statements about teacher practices also showed differences. The principals were also asked to determine the degree of fit of the statements: teacher permits formation of misconceptions and over-generalizations and teacher approaches subject matter in direct, business-like way; both statements revealed a statistical difference in the perceptions of principals showing the statements to less fit outer-city/suburban teachers and better fit inner-city/urban teachers. The statement, teacher has students work independently on what concerns student, was perceived to better fit inner-city/urban teachers than outer-city/suburban teachers. Four instructional tasks performed by the teachers also showed significant differences between the responses of outer-city/suburban principals' ratings and ratings of inner-city/urban principals. Outer-city/suburban principals perceived their teachers' effectiveness significantly higher than did inner-city/urban principals on the tasks introducing a lesson, selecting appropriate teaching techniques and methods for accomplishing tasks, making disciplinary actions taken fit the student act or behavior, and informing the community of new developments and trends in vocational education.

When the chi-square statistics were calculated for the responses of principals of highly successful outer-city/suburban teachers (group I) and control teachers (group III) in the setting, $Ho_1$ was rejected on only four items revealing a statistical difference. The four tasks, preparing lesson plans, developing problem-solving activities, making periodic program reports to high school principal or other supervisor, and preparing reports required by State Department of Education, all showed a significantly higher rating by the principals of the highly successful teachers.

The analyses between the responses of principals of highly successful inner-city/urban teachers (group II) and control teachers (group IV) in the inner-city disclosed a considerable number of items of significant difference. $Ho_2$ was rejected for 42 items, showing a statistical difference; all items were rated higher by the principals of the highly successful teachers.

Eight items showing a significant difference derived from the section of the rating form entitled "Appraisal of Teacher Performance" were:

| | |
|---|---|
| Perception | Identifies and recognizes problems without having to have them pointed out by others. |
| Analysis | Analyzes problems in a logical, methodical manner; differentiates the significant from the less significant and arrives at sound conclusions. |
| Self-Control | Controls and expresses feelings appropriately; is neither a prima donna nor timid. |
| Outgoingness | Has an interest in students and shows it; initiates relationships with others; is obviously at ease with people. |
| Compatibility | Gets along well with others; is accepted by others as one of the faculty; is cooperative rather than a loner. |
| Planning | Plans ahead; avoids crises by forethought; looks beyond today for the needs of tomorrow; sets goals and targets. |
| Productivity | Meets targets; gets results; gets things done. |
| Organization | Organizes efforts systematically; is thorough in work; handles crises and unaccustomed pressures well; doesn't need to be followed up. |

Sixteen items from the section of the principals' rating entitled "Teacher Characteristics" revealed significantly higher ratings from principals of highly successful teachers.

Has a favorable opinion of students.

Respects students as individuals.

Understands students' "life style."

Possesses ability to perceive the world from the student's points of view.

Encourages students to make oral expressions of frustrations and insights.

Encourages student to speak out about his life and experiences.

Helps individuals with personal problems.

Uses every opportunity to enrich student knowledge.

Plans routines and teaching strategies carefully.

Willing to experiment and try new things.

Possesses skill in asking questions (as opposed to seeing self as a kind of answering service).

Encourages students to ask questions.

Provides concrete experiences and examples.

Provides a variety of experiences and learning activities within a given class period.

Creates a tension-free classroom atmosphere.

Possesses extensive knowledge of content of subject taught.

Four items rated by the principals concerned with degree of fit of the teaching practice to the teacher also showed a statistical difference, revealing each statement to better fit highly successful teachers than the control teachers:

Teacher makes doing something center of student's attention.

Teacher has student participate actively.

Teacher encourages self-discipline on part of student.

Teacher encourages student to express self freely.

Fourteen additional items from a section of the rating form concerned with a selected number of teaching tasks performed by the teachers were rated significantly higher by the principals of the highly successful teachers than by principals of teachers in the control groups:

Determining class understanding of each point within a lesson.

Establishing and maintaining an atmosphere conducive to teacher-pupil planning.

Introducing a lesson.

Obtaining closure of a lesson.

Promoting a definite rapport between teacher and class.

Providing creative learning experiences for students.

Relating learning to student experience and past learning.

Giving instructions clearly.

Aiming for full class participation.

Showing awareness of undercurrents of behavior existing in the classroom.

Making disciplinary action taken fit the student act or behavior.

Conferring with students' parents relative to their progress in the training program.

Assisting students with problems connected with furthering their training and education beyond high school.

Providing assistance to students to develop initiative.

In summarizing the effectiveness of the administrators' comprehensive rating form, the positive correlation should be noted which exists between the mean scores of the initial rating form and those of the more comprehensive principal rating. This correlation signifies the high probability that both instruments measured the same thing. Further, the fact that 100 of the 161 items on the comprehensive rating were found to be measuring the same entity as the total instrument reinforces the notion that the rating form was an appropriate means for administrators to assess the effectiveness of their teachers.

It should be noted that the analysis made between all teachers in the outer-city/suburban school setting (combined groups I and III) and the total population of inner-city/urban teachers (combined groups II and IV) revealed only 11 items of statistical difference between the school settings. Also, when the chi-square analysis was performed between the experimental teachers (those considered to be highly successful) in the outer-city/suburban school setting (group I) and a group of control teachers from the same setting (group III), again only a few (four) items were observed to be significantly different.

The analysis performed to determine differences between the experimental group, or those teachers considered to be highly successful in the inner-city/urban school setting (group II), and a control group of teachers from the inner city (group IV), revealed a considerable number of items of statistical significance, as 42 items were revealed by the analysis.

## CHARACTERISTICS OF THE POPULATION

It was considered important to the generalizability of the study to gather data which described in detail several areas and sub-categories of information which had input into the study. The characteristics of the population were examined in three areas: 1) the school and community, 2) the distributive education program, and 3) the characteristics, professional and personal, and attitudes of the teachers.

### SCHOOL AND COMMUNITY

Each school setting was either classified as outer-city/suburban or inner-city/urban. The study encompassed 126 schools (66 outer-city/suburban and 60 inner-city/urban) in 120 communities located in 42 states and the District of Columbia. The schools varied considerably in student enrollment (see Table I); however, there were no significant differences among the total numbers of students in the outer-city/suburban schools (combined groups I and III) and the inner-city/urban schools (combined groups II and IV). A significant difference did appear, though, relating to the number of full-time teachers within one group of schools. The chi-square analysis revealed a difference between the inner-city experimental group (II) and the inner-city control group (IV). Group II schools had a significantly greater number of teachers than did schools in group IV, although the total student population of the schools in both groups were relatively equal.

The schools' organizational patterns showed no significant variations between or among the groups. Fifty-one percent, (64) of the schools were organized under the 10-12 pattern; 38 percent (48 schools) were represented by the 9-12 pattern. The organizational patterns, 7-12 ( four percent, five schools); 8-12 (four percent, five schools), and (other three percent, four schools), accounted for the remainder of the schools' organizational patterns.

Three areas of community conditions as they related to the parents of students were assessed: Area Lived In; Education; and Ethnic and Racial Background. The teachers involved in the study were asked to estimate the percentage of parents who had circumstances associated with seven sub-categories under the previously mentioned general conditions. See Appendix 11 for a complete listing of the sub-categories.

## TABLE I

Student Population in the Participating Schools

| Range of Students | Number of Schools in Population Range | Group I | Group II | Group III | Group IV |
|---|---|---|---|---|---|
| 100-300 | 4 | 0 | 0 | 3 | 1 |
| 301-600 | 10 | 4 | 1 | 2 | 3 |
| 601-900 | 20 | 4 | 3 | 8 | 5 |
| 901-1200 | 20 | 6 | 4 | 8 | 2 |
| 1201-1500 | 15 | 3 | 6 | 2 | 4 |
| 1501-2000 | 22 | 6 | 5 | 4 | 7 |
| 2001-2500 | 19 | 6 | 4 | 4 | 5 |
| 2501-3000 | 10 | 2 | 7 | 1 | 0 |
| Over 3000 | 6 | 2 | 3 | 1 | 0 |
| Totals | 126 | 33 | 33 | 33 | 27 |

As might be predicted, several significant differences did appear between the school settings under investigation. A majority of the parents of outer-city/suburban students lived in communities where the homes were ranged in three price categories, over $35,000; $25,000 to $35,000; and $15,000 to $25,000. In contrast, the majority of the parents whose children attended inner-city/urban schools lived in homes under $10,000 in areas of considerable deterioration, or slum areas.

One sub-category revealed a significant difference within the outer-city/suburban school setting. A significantly greater percent of experimental teachers, (group I), taught students from better homes ($25,000 to $35,000 bracket) than did the control teachers (group III) in that setting. In contrast, within the inner-city environment, a significantly greater percentage of students of the control teachers (group IV) lived in better apartments and homes in the $25,000 to $35,000 range than did the students of experimental teachers (group II) in that setting.

Again as might have been predicted, differences appeared in the amount of education. A greater percentage of parents in the outer-city/suburban schools fell into three educational sub-categories: completed one or more years of graduate work at the college or university level, graduated from four-year colleges and universities and professional schools, and attended college for two or more years. On the other hand, a greater percentage of parents from the inner city were contained in the two educational sub-categories: attended high school and completed at least one year and completed no more than three to eight years of grade school.

One difference appeared within the inner-city/urban school setting: a significantly greater percentage of parents from the experimental teachers' school, (group II) had graduated from high school or had an equivalent secondary education than was the case in the control group (IV).

With regard to ethnic and racial background, significant differences resulted in the sub-categories old or assimilated American and well-established community names. In this sub-category, greater percentages were recorded for the parents from the outer-city/suburban groups; while Negro racial background showed a significantly greater percentage for the parents of students in the inner-city/urban school setting.

Several interesting points also deserve reporting in relation to the ethnic and racial background of the parents associated with the school settings. In the experimental group I (outer-city/suburban) five schools, all in the South, reported a population of Negro parents from 18 to 33 percent, and three schools in the Southwest reported a Mexican-American population of parents from 11 to 20 percent. Similarly, in control group III (outer-city/suburban) six schools all in the South reported a population of Negro parents from 15 to 25 percent, and one school in the far West reported a Mexican-American population of 35 percent.

Several inner-city schools, in both the experimental and control groups, also showed some notable exceptions in relation to the ethnic and racial background of parents. Three schools in the far Northwest in experimental group II, inner-city/urban, reported one percent or less Negro population; and four schools in control group IV, inner-city/urban, reported less than 10 percent of all minority populations. No geographical pattern existed among these inner-city schools which reported less than 10 percent minority population.

It is interesting to note that no significant differences appeared between the two environments in the Area Lived In category, within the middle range sub-category: residential neighborhoods with no deterioration, reputed to have average home of $10,000 to

$15,000. The same condition existed in the Education category; no significant differences were noted between the environments in the middle range sub-category: graduated from high school, or equivalent secondary education. The Ethnic and Racial Background similarity showed no significant differences between the two environments in all middle sub-categories.

## THE DISTRIBUTIVE EDUCATION PROGRAM

Student enrollments in the distributive education programs varied considerably within each group. Considering the total population of 126 schools, 25 schools (19.8 percent) had numbers of students in the 17-27 range; 21 schools (16.6 percent) had numbers of students in the 76 or over range; 18 schools (14.2 percent) reported numbers of students in the 56-65 range; 16 schools (12.6 percent) stated numbers of students in the 35-45 range; 11 schools (8.7 percent) stated numbers of students in the 46-55 range; 10 schools (7.9 percent) reported numbers of students in the range 66-75; and eight schools (7.1 percent) reported numbers of students in the 16 and below range.

One difference relating to enrollment did appear within the outer-city/suburban schools. There was a significantly greater number of distributive education students in the experimental (group I) schools than in the control (group III) schools. There was also a statistical difference appearing between the total groups of inner-city/urban schools (combined groups II and IV) and the two groups of outer-city/suburban schools (groups I and III). The population contained a significantly greater number of distributive education students in the outer-city/suburban classes than were in the inner-city/urban school distributive education classes.

All schools (126) in the study had distributive education programs organized on the cooperative plan of instruction. Twenty-seven schools, (six in group I, six in group II, nine in group III, and six in group IV) also had classes organized on the project plan of instruction. When the enrollments were segmented into cooperative plan students and project plan students, the population showed group I, 1084 cooperative plan students, 412 project plan students; group II, 944 cooperative plan students, 283 project plan students; group III, 860 cooperative plan students, 256 project plan students; group IV, 748 cooperative plan students, 196 project plan students.

## CHARACTERISTICS OF THE TEACHERS

A Professional Profile of the Teacher.--The average total number of years of teaching experience of the population was group

I, 9.8; group II, 9.5; group III, 6.9; and group IV, 10.0. A slightly different view existed with relation to the total number of years of teaching distributive education. The average number of years decreased, showing group I, 7.0; group II, 6.5; group III, 3.4; and group IV, 6.0. When asked to respond to the number of years of teaching distributive education in their current position only, the experimental groups showed a slightly smaller average number of years: group I, 6.1; group II, 5.8; group III, 3.4; and group IV, 6.0. One item revealing difference statistically appeared with regard to years of teaching experience within the outer-city/suburban teachers. The teachers in group I had a significantly greater number of years of teaching distributive education than did the control teachers (group III).

The average number of distributive education class periods taught by the teachers in the study were somewhat comparable: group I, 3.2 periods; group II, 2.6 periods; group III, 2.8 periods; and group IV, 2.9 periods. Again a difference showed within the outer-city/suburban groups with relation to the number of class periods of distributive education taught by the teachers. Group I, the experimental teachers, taught a significantly greater number of periods, other than distributive education, than did the control teachers in group III.

When the teachers identified the courses outside the general area of distribution and marketing for which they had responsibility, a single pattern appeared showing business education courses accounting for the greatest area of other teaching responsibilities. Five of the seven teachers in group I who had teaching responsibilities outside the general area of distributive education taught courses relating to business education. In group II, nine of the 10 teachers who taught courses out of distributive education taught business education courses. Group III contained the largest number teaching courses outside the general area of distribution and marketing; 13 of 19 teachers teaching outside distributive education were teaching business education courses. Group IV showed two of the five teachers teaching out of distributive education taught business education courses. The only statistical differences which appeared were within the outer-city/suburban groups of teachers; a significantly greater number of teachers in group III were teaching outside the general area of distribution and marketing than were teachers in group I, and a significantly greater number of these teachers in group III were teaching courses in the areas of business education than were their counterparts in the outer-city/suburban school setting (group I).

Several other factors warrant mentioning which have an association with the professional profile of the teachers in the study. Although these items showed no statistical differences between or among the four groups in the study, it is hoped a clearer picture might be gained of the population of teachers in the study.

When asked if the teachers were responsible for the adult distributive education program in the school or community, 11 of the 33 teachers in group I responded yes; five of the 33 teachers in group II answered in the affirmative; seven of the teachers in group III answered yes; and nine of the 27 teachers in group IV indicated a responsibility for the adult program.

When responding to the question of sponsoring a Distributive Education Club of America (DECA) chapter, only a very small number indicated a negative answer. All teachers (33) in group I sponsored a DECA chapter; four of 33 in group II did not sponsor a chapter; four of 33 in group III had no DECA chapter; and two of 27 in group IV indicated no DECA chapter.

The teachers in the sample also showed no significant differences associated with educational preparation. Group I had 12 bachelor's degrees, 20 master's degrees, and one educational specialist degree. Group II revealed 15 bachelor's degrees, 16 master's degrees, one educational specialist degree and one teacher with "some college." Group III responded with 17 bachelor's degrees, 15 master's degrees, and one educational specialist degree. Group IV answered 15 bachelor's degrees, nine master's degrees, two educational specialist degrees and one teacher with "some college."

The population of teachers were asked several questions associated with their occupational and work experiences, experiences directly related to both the general field of distribution and marketing and to the teachers' nondistributive work experiences. An analysis revealed no significant differences between groups or school settings associated with the number of years of occupational experience in the field of distribution and marketing. Table 2 outlines the number of years of occupational experiences of each group when segmented into five categories. When the total years of work experience in nondistribution and marketing related jobs were averaged for each group, the average revealed no statistical differences between the groups. Both groups I and II responded to an average of three years of nondistribution related occupational experience for each teacher. Group III reported an average of 2.7 years of additional experience, and group IV showed an average of 2.4 years of other work experiences. It should be noted that prior teaching experience in any field or military service was not calculated in the nondistribution related work experiences.

The level of the distribution related occupational experience was also determined for each group of teachers in the study. Table 3 presents the average number of years of occupational experiences for each group by levels of experiences in distribution and marketing.

### TABLE 2

### Number of Years of Occupational Experience of the Teachers in Each Group

| | | Number of Years of Experience | | | | |
|---|---|---|---|---|---|---|
| Group | Total Number of Teachers in Group | 1 | 2-4 | 5-7 | 8-10 | Over 10 |
| 1 | 33 | 2 | 16 | 6 | 3 | 6 |
| 2 | 33 | 2 | 12 | 8 | 4 | 7 |
| 3 | 33 | 5 | 10 | 5 | 6 | 7 |
| 4 | 27 | 2 | 13 | 4 | 2 | 6 |

### TABLE 3

### Levels of Distribution and Marketing Occupational Experience of the Study Population

| | Average Number of Years | | | |
|---|---|---|---|---|
| Levels of Experience | Group I | Group II | Group III | Group IV |
| Beginning Entry | 1.7 | 2.2 | 2.5 | 2.2 |
| Career/Professional | .91 | .66 | 1.8 | 2.2 |
| Supervisory/Mid-Management | 1.6 | 1.8 | 1.1 | .85 |
| Managerial | 2.2 | 2.6 | 1.5 | 1.1 |

An assessment was made of the types or kinds of distribution related occupations in which the teachers were employed prior to becoming distributive education teachers. The great majority of the teachers in groups I, II, and III had their occupational experience in the area of retail sales. Group IV, on the other hand, showed no pattern or consistency in the type of occupational experience. A relatively even spread among retail sales, service and wholesaling experiences was observed.

One statistical difference appeared within the inner-city group of teachers. In group II, the inner-city experimental teachers, there were a significantly greater number of teachers with retailing sales experience than in the inner-city control group. No other differences showed between groups or school settings relating to the types or kinds of distributive occupational experiences of the teachers in the study. A lack of significant differences was also apparent in the types or kinds of nondistribution related work experiences the teachers had received. The nondistribution related experiences showed no pattern in any of the four groups.

The teachers were asked whether additional distribution related occupational experience had been gained since becoming a distributive education teacher. Nineteen of 33 responded yes in group I, 18 of 33 indicated yes in group II, 20 of 33 answered in the affirmative in group III, and 18 of 27 in group IV said they had had additional occupational experiences in the general area of distribution and marketing since becoming a distributive education teacher.

There was some variety in the level of the latter experiences, although not enough to be statistically significant. Teachers in group I had the majority of their additional occupational experiences (part-time basis) on the career/professional level; group II teachers had most of their additional experiences on the beginning entry level; group III teachers had most of their additional experiences at the beginning entry level; and group IV again showed no consistent pattern, revealing an almost equal number of teachers with part-time additional experiences on the beginning entry, career/professional, and managerial levels.

A Personal Profile of the Teachers.--The total population of teachers consisted of 72 males (55 percent) and 54 females (45 percent). When subdivided into the four groups, group I showed 20 males (60.6 percent), and 13 females (39.4 percent); group II revealed 27 males (81.8 percent) and six females (18.2 percent); group III had 24 males (60.6 percent) and 13 females (39.4 percent); and group IV responded 23 males (85.2 percent) and four females (14.8 percent).

The teachers varied considerably in age, but showed no patterns or significant differences. Table 4 illustrates the frequency of age ranges in the population.

## TABLE 4

## Distribution of Age of Teachers

| Group | Numbers of Teachers in Each Age Range | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 4 | 8 | 6 | 2 | 6 | 4 | 2 |
| 2 | 2 | 4 | 4 | 7 | 7 | 1 | 4 | 2 | 2 |
| 3 | 1 | 8 | 7 | 5 | 6 | 4 | 1 | 1 | 4 |
| 4 | 2 | 6 | 2 | 5 | 4 | 1 | 2 | 1 | 4 |
| Age Range | (20-24) | (25-29) | (30-34) | (35-39) | (40-44) | (45-49) | (50-54) | (55-59) | (60 Over) |

Race of teacher was considered to be an important element related to the generalizability of the study; this too showed no statistical differences between groups or school settings. Group I revealed teachers were 100 percent (33) white; group II, 81.9 percent (27) white and 18.2 percent (6) black; group III, 100 percent (33) white; and group IV, 85.2 percent (23) white and 14.8 percent (4) black.

Another item associated with the personal characteristics of the teachers also revealing no significant differences was marital status of the population. Groups I, II, and III each revealed 26 teachers married, six single, and one with other marital status; group IV showed 19 married, one single, and two with other marital status.

*Attitudes of the Teachers*.--The teachers responded to a semantic differential scale which assessed attitudes on sets of words associated with five conditions related to school setting. The conditions, each containing a varying number of items representing sets of positive and negative words: *Me at School*, (25 items); *My Teaching Position Is*, (15 items); *My Principal Is*, (15 items); *My Fellow Teachers Are*, (10 items); and *My Teaching Conditions Are*, (10 items) were rated on a seven-point differential scale ranging from extremely positive to extremely negative, with the scale middle point representing a neutral position. (See Appendix 11 for an example of the scaling and a complete listing of the positive and negative sets of words contained within each condition.)

Several items associated with the five conditions revealed a statistical difference between the teachers in the two school settings under investigation. Although the differences were not polarized and, for the most part, were subtle, it was hoped the combination of these differences would provide insight into the nature of the similarities and differences in the attitudes of the teachers functioning in the two school settings.

Within the condition *Me at School*, the item *supported* was rated significantly higher by the total population of outer-city/suburban teachers than by the inner-city/urban teachers. The condition *My Teaching Position Is* revealed the item *complex* was also rated significantly higher by the outer-city/suburban teachers than by the inner-city/urban teachers. Inner-city teachers, reacting to the condition *My Principal Is*, rated the item *strong* significantly higher than did outer-city/suburban teachers. When viewing the condition *My Fellow Teachers Are*, the items *sociable* and *satisfied* were rated significantly higher by outer-city/suburban teachers. The condition *My Teaching Conditions Are* showed four items (*quiet*, *attractive*, *bright*, and *neat*) all rated significantly higher by the outer-city/suburban teachers than by the total groups of inner-city/urban teachers.

When the teacher attitudes on the five conditions were analyzed in relation to the teachers in each school setting who were considered to be successful (group I, group II) or control teachers (group III, group IV) in each setting, a few items appeared which were common to successful teachers in both school settings. Within the condition *Me at School*, three items (*noticed*, *satisfied*, and *supported*) revealed a significant difference between successful teachers and control teachers. The condition *My Teaching Position Is* showed successful teachers rated the item *good* significantly higher than control teachers.

When the chi-square analysis was performed on sets of items associated with successful teachers in the inner-city/urban school setting, three conditions, *Me at School*, *My Teaching Position Is*, and *My Principal Is*, showed several additional items with statistical differences between successful teachers (group II) and control teachers (group IV).

The condition *Me at School* yielded five items of statistical difference between the successful inner-city teachers and control inner-city teachers. Successful inner-city teachers rated the items *strong*, *agreeable*, *decisive*, *comfortable*, and *encouraged* significantly higher than did control teachers in the inner-city setting. *My Teaching Position Is* revealed one item, *valuable*, as being rated significantly higher by successful teachers. *My Principal Is* showed five items, *fair*, *effective*, *responsible*, *organized*, and *successful*, which were rated significantly higher by the successful teachers in the inner-city/urban school setting.

Attitudes associated with successful teachers in the outer-city/suburban school setting also were derived from the chi-square analysis. Three conditions, *Me at School*, *My Teaching Position Is* and *My Teaching Conditions Are*, showed items with significant differences.

Successful teachers rated two items, *positive* and *spirited*, connected with *Me at School*, significantly higher than the outer-city/suburban teachers in the control group. Two items, *interesting* and *superior*, within the condition *My Teaching Position Is* were rated significantly higher by the successful teachers. Six items associated with the condition *My Teaching Conditions Are*, *pleasant*, *comfortable*, *superior*, *clean*, *attractive* and *bright*, were all rated significantly higher by the successful teachers in the outer-city/suburban setting.

Each of the conditions contained items which did not indicate a statistical difference in any of the analyses. It is interesting to note that several of these items were responded to similarly by the total population of 126 teachers. Ten such items associated with the condition *Me at School* showed no significant differences between groups or school settings but were each responded to with a degree of similarity. Table 5 shows combined percentages of teacher responses, indicating the two highest positive scores, Extremely and Quite (+1 to +2), on the seven-point scale.

TABLE 5

Total Population Rating of the Condition

Me at Work

| Items Showing No Statistical Differences | Combined Percentage--Positive Range (Extremely and Quite) |
|---|---|
| Important | 57 |
| Alert | 87 |
| Productive | 89 |
| Efficient | 76 |
| Eager | 87 |
| Informed | 89 |
| Liked | 82 |
| Free | 59 |
| Effective | 80 |
| Cooperative | 87 |

Two additional items associated with the condition Me at School were also rated with high consistency by all teachers. Eighty-two percent of the total population responding to the item successful indicated a slightly lower scale rating within the Quite to Slightly range (+2 to +3) on the seven-point scale. The item patient also received the same scale rating by 57 percent of the total population. Three other items, relaxed, calm, hampered, were rated with no consistency by the total group.

Seven items associated with the condition My Teaching Position Is also showed no significant differences but were rated similarly by all teachers. The items (accompanied by a combined percentage of number of respondents): pleasant, 77 percent; valuable, 86 percent; meaningful, 88 percent; varied, 68 percent; important, 88 percent; broad, 78 percent; exciting, 79 percent were rated by the entire group in the range Extremely to Quite (+1 to +2). Three additional items within the condition, difficult, structured and changeable, revealed no patterns.

Four items under the condition My Principal Is showed no statistical differences. Combined percentages of all respondents showed the items optimistic, 79 percent; helpful, 76 percent; frank, 72 percent; and agreeable, 78 percent, as all answered in the range Extremely to Quite (+1 to +2). Five items, permissive, tense, passive, excitable, and insensitive, showed no pattern of response by the group as a whole.

The items associated with My Fellow Teachers Are showing no statistical differences when responded to by the 126 teachers were cooperative, 71 percent, and helpful, 71 percent. This percentage again represented a combined rating of numbers of teachers in the range Extremely to Quite (+1 to +2). Several other items, interesting, 80 percent; contented, 66 percent; free, 63 percent; stable, 73 percent; and efficient, 82 percent, all revealed a consistency in rating at a slightly lower range Quite to Slightly (+2 to +3). Only the item tense showed no pattern.

The condition My Teaching Conditions Are contained two items not found significant in the chi-square analysis. The item important showed a consistent rating pattern of 68 percent of the total population in the range Extremely to Quite (+1 to +2). Only the item adequate showed no pattern when rated by the 126 teachers in the study population.

A summary of the findings concerned with the characteristics of the population should be observed from two dimensions. First, to gain a high degree of generalizability, the characteristics of the total population of teachers and the distributive education programs should not vary significantly from a normal cross-section of teachers and distributive education programs to be found in any outer-city/suburban or inner-city/urban school throughout the United States. The findings particularly support this notion in reference to the distributive education program. Only a small number of items appeared showing significant differences among the four groups. Within each group, characteristics of teachers and programs tended to be homogeneous. Where differences did appear, they tended to be associated with highly successful teachers and control teachers and not within a single group of teachers. Secondly, stark differences between the school settings under investigation should be observable both in relation to the schools and to community characteristics. Differences were apparent as items showing statistical significance did appear which reinforced the notion that the selection of schools were indeed from two diverse cultural settings. Here, too, school and community characteristics within each of the environmental settings showed homogeneity.

It appeared, therefore, that the population of teachers, both highly successful and control teachers, represented a homogeneous distribution of those who would be found in either classification. Findings further indicated the outer-city/suburban schools in the population were also representative of a cross-section of schools in that category. The same can also be said of the inner-city/urban schools.

## THE TEACHING TASKS

Three analyses were performed on the teaching tasks associated with the distributive education teacher's responsibilities. These analyses became the basis for answering the research questions (p. 6). Chi-square statistics were calculated for each aspect of the 396 teaching tasks (degree of importance, frequency of performance, and degree of personal effectiveness. Analyses were made between teachers in the outer-city/suburban (combined groups I and III) and inner-city/urban (combined groups II and IV) school settings; between teachers who function in outer-city/suburban schools and are considered to be highly successful (group I) and control teachers in the same school setting (group II); and between teachers considered to be highly successful in inner-city/urban schools (group II) and control teachers in the same school setting (group IV).

Each analysis yielded items, whereby lists were made associating the items with the specific $X^2$ analysis. Factor analyses were then performed on the three lists of items to determine the relationship of items to a larger component which might be more easily reported or used as a basis for a discussion of the findings.

Ratings for all tasks found to be statistically different are presented in Appendix 16. Ratings are also reported in Appendix 17 on those tasks, viewed by the total population of teachers, which were not found to be statistically different. Complete findings of the three factor analyses are given in Appendix 14.

This section presents data from the chi-square analyses on the three parts of each task relating to importance, frequency, and teacher effectiveness, and provides a discussion of the findings resulting from the chi-square and factor analyses.

### IMPORTANCE OF THE TASKS

Perceptions of teachers concerned with the degree of importance of a task were rated on a five-point scale showing the parameters from extremely, highly, somewhat, slightly, to unimportant. Twenty-four elements revealed by the analysis showing a significant difference between the responses of teachers in the outer-city/suburban setting and the inner-city/urban setting, associated with the perceived degree of importance of the teaching tasks, were as follows:

Sixteen tasks were perceived to be more important by outer-city/suburban teachers, (groups I and III), than by inner-city/urban teachers (groups II and IV).

| Task# | (Set)* | |
|---|---|---|
| 25 | 2 | group students to recognize individual differences |
| 65 | 2 | moderate a panel discussion |
| 99 | 2 | establish a personal relationship with each student in the class |
| 100 | 2 | allow for student participation in instruction |
| 118 | 2 | devise performance tests |
| 154 | 2 | prevent one student from causing another physical harm |
| 159 | 2 | handle outside arguments which are brought into the classroom |
| 38 | 4 | cooperate with school administration in budget planning for the distributive education program |
| 60 | 4 | supervise on-the-job instruction of trainees during summer months |
| 95 | 4 | serve on area or state DECA advisory committees |
| 19 | 5 | provide adequate references for each occupational cluster represented in the distributive education program |
| 34 | 5 | assist in preparation and release of news about DECA for local, state, and national conferences |
| 35 | 5 | prepare or assist in the preparation of state DECA reports |
| 14 | 6 | contact selected school dropouts and encourage training in distribution and marketing |
| 26 | 6 | encourage a student to speak out about his life and experiences |

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*See page 20 and Appendix 12 for the content of each set.

| Task# | (Set) | |
|---|---|---|
| 69 | 6 | serve as a homeroom teacher |

Eight tasks were perceived to be more important by inner-city/urban teachers, (groups II and IV) than by outer-city/suburban teachers (groups I and III).

| Task# | (Set) | |
|---|---|---|
| 73 | 2 | help students achieve maximum motivation |
| 136 | 2 | be aware of undercurrents of behavior in the classroom |
| 150 | 2 | have each student's attention before starting the lesson |
| 55 | 4 | conduct conferences with employers for the purpose of improving on-the-job instruction |
| 67 | 4 | secure special instructional aids such as merchandise, cash register, etc. |
| 43 | 5 | develop, administer, and interpret forms for on-the-job training evaluation |
| 18 | 6 | provide students with resource materials on occupational opportunities |

Forty elements showing a statistical difference associated with perceived importance of teaching tasks when rated by teachers considered to be highly successful and a control group of teachers are presented. Analyses were performed between outer-city/suburban teachers considered to be highly successful and a control group of teachers in the same school setting and between inner-city/urban teachers considered to be highly successful and a control group of teachers from the inner city.

Thirteen tasks were rated significantly higher in degree of importance by highly successful teachers functioning in outer-city/suburban schools than by control teachers in the outer-city/suburban settings.

| Task# | (Set) | |
|---|---|---|
| 9 | 2 | relate course objectives in terms of student behavior |
| 85 | 2 | hold all students responsible for certain material to be learned |

| Task# | (Set) | |
|---|---|---|
| 91 | 4 | conduct leadership development seminars for DECA members |
| 110 | 2 | formulate essay test questions |
| 116 | 2 | formulate multiple-choice questions |
| 21 | 4 | assist students in securing employment after they are accepted into the distributive education program |
| 22 | 4 | select and assign students to the distributive education program |
| 48 | 4 | become oriented to the range of training stations within the community |
| 62 | 4 | conduct visitations to employment establishments |
| 80 | 4 | organize school and community support for a DECA chapter |
| 81 | 4 | secure approval from school administrators and state for establishing a DECA chapter |
| 21 | 5 | provide student work areas and storage space in classroom or laboratory |
| 38 | 5 | determine and collect fees for consumable supplies |

Ten tasks were rated significantly lower in degree of importance by highly successful teachers functioning in outer-city/suburban schools than by control teachers in the same setting.

| Task# | (Set) | |
|---|---|---|
| 18 | 2 | select appropriate teaching techniques and methods for accomplishing tasks |
| 89 | 2 | communicate effectively with students |
| 137 | 2 | recognize, interpret, and utilize student actions and behaviors (cues) |
| 139 | 2 | make the disciplinary actions taken against the student fit the act or behavior |
| 145 | 2 | understand adolescent student behavior |

| Task# | (Set) | |
|---|---|---|
| 147 | 2 | encourage self-discipline on part of student |
| 156 | 2 | control students who physically assault the teacher |
| 7 | 4 | cope with the student who has had a fight with a fellow employee while at work |
| 52 | 5 | plan budgets for resource materials (textbooks, library books, etc.) |
| 66 | 5 | use a flannel board or flip chart |

Ten tasks were rated significantly higher in degree of importance by highly successful teachers functioning in inner-city/ urban schools than by control teachers in the same settings.

| Task# | (Set) | |
|---|---|---|
| 9 | 2 | relate course objectives in terms of desired student behavior |
| 80 | 2 | join or participate in pupils' activities |
| 96 | 2 | show interest in and understand students' personal problems |
| 101 | 2 | reinforce desired student behavior |
| 132 | 2 | have pupil decide when a question has been answered satisfactorily |
| 144 | 2 | determine the cause of a student's behavior |
| 154 | 2 | prevent one student from causing another physical harm |
| 155 | 2 | control outbursts of fighting, aggressiveness, or over-competitiveness |
| 39 | 4 | confer with organized labor representatives relative to the distributive education program |
| 59 | 4 | develop a systematic training plan with a cooperative employer |

Seven tasks were rated significantly lower in degree of importance by highly successful teachers functioning in inner-city/ urban schools than by control teachers in that setting.

| Task# | (Set) | |
|---|---|---|
| 8 | 2 | use DECA contests as classroom learning activities |
| 91 | 4 | conduct leadership development seminars for DECA members |
| 120 | 2 | formulate completion test items |
| 149 | 2 | discourage or prevent pupils from expressing themselves freely |
| 33 | 5 | develop a system for recording and filing all information relevant to planning future courses |
| 42 | 5 | prepare and file local program financial records |
| 51 | 5 | establish and submit a travel budget |

## FREQUENCY OF PERFORMANCE

Perceptions of teachers associated with the frequency of performance of a task were rated on the basis of hourly, daily, weekly, monthly, seldom, semiannually, annually and never. Thirty elements appearing from the analysis revealed a statistical difference between the responses of outer-city/suburban teachers and the inner-city/urban teachers, with relation to the frequency of performance of tasks.

Nineteen tasks were perceived by teachers to occur or be accomplished more frequently in the outer-city/suburban settings, (groups I and III), than in the inner-city/urban settings, (groups II and IV).

| Task# | (Set) | |
|---|---|---|
| 33 | 2 | make students collect and analyze their own subject matter |
| 67 | 2 | have pupils spend time watching a person or thing |
| 81 | 2 | encourage students to guess or hypothesize about the unknown or untested |
| 105 | 2 | evaluate students' progress in class and home assignments |
| 42 | 4 | cooperate with community organizations in projects related to distribution and marketing |

| Task# | (Set) | |
|---|---|---|
| 43 | 4 | serve as a resource person to community agencies and organizations |
| 47 | 4 | explain the distributive education program to civic clubs and other group meetings |
| 15 | 5 | arrange for guest speakers in high school distributive education classes |
| 17 | 5 | select supplies and equipment for distributive education program |
| 21 | 5 | provide student work areas and storage space in the classroom or laboratory |
| 31 | 5 | provide for publicity coverage of distributive education program and DECA activities |
| 34 | 5 | assist in preparation and release of news about DECA for local, state and national audiences |
| 36 | 5 | determine long- and short-range distributive education facility needs |
| 52 | 5 | plan budgets for resource materials (textbooks, library books, etc.) |
| 56 | 5 | plan a budget for equipment and supplies: current and projected |
| 69 | 5 | reproduce instructional material with a spirit duplicator (DITTO) |
| 55 | 6 | serve as a member and/or chairman of a committee in professional organization |
| 56 | 6 | support efforts of professional organizations related to distributive education |
| 58 | 6 | actively participate as a member or officer of a professional organization or teachers' union |

Eleven tasks were perceived by teachers to occur or be accomplished more frequently in the inner-city/urban school setting (groups II and IV), than in the outer-city/suburban schools (groups I and III).

| Task# | (Set) | |
|---|---|---|
| 15 | 2 | plan for special reports by students |
| 35 | 2 | motivate students with intrinsic value of ideas or activities |
| 131 | 2 | allow students to determine their own level of aspiration |
| 12 | 4 | handle the student who goes to work but cuts school the same day |
| 33 | 4 | develop procedures for job transfers |
| 34 | 4 | maintain a current file on jobs and employers |
| 41 | 4 | maintain a liaison with state and local employment agencies |
| 59 | 4 | develop systematic training plan with a cooperating employer |
| 51 | 5 | establish and submit a travel budget |
| 7 | 6 | refer students to qualified personnel agencies for occupational and educational information |
| 34 | 6 | help students demonstrate alertness |

Thirty-one elements which showed a statistical difference when comparisons were made of responses of teachers considered to be highly successful and a control group of teachers are presented. Analyses are first presented which reveal differences between highly successful outer-city/suburban teachers and a control group of teachers from that setting. Next, the results of the analysis are shown for teachers considered highly successful in an inner-city/urban school setting and a control group of teachers functioning in inner-city schools.

The following 10 tasks were perceived to occur or be accomplished more frequently by highly successful outer-city/suburban teachers (group I) than by control teachers (group III) in outer-city/suburban schools.

| Task# | (Set) | |
|---|---|---|
| 85 | 2 | hold all pupils responsible for certain material to be learned |
| 95 | 2 | assist students in solving their scholastic problems |

| Task# | (Set) | |
|---|---|---|
| 80 | 4 | organize school and community support for a DECA chapter |
| 93 | 4 | stimulate active participation in regional, state and national DECA leadership meetings, contests, etc. |
| 95 | 4 | serve on area or state DECA advisory committees |
| 58 | 5 | use closed circuit TV equipment |
| 59 | 5 | use audio tape, disc recording and radio receiver equipment |
| 65 | 5 | use a sound or videotape recorder |
| 25 | 6 | assist student with personal and social problems |
| 50 | 6 | keep informed on the development of distributive education on the state and national levels |

Two tasks were perceived to occur or be accomplished more frequently by control teachers in the outer-city/suburban setting (group III) than by highly successful teachers in that school setting.

| Task# | (Set) | |
|---|---|---|
| 14 | 2 | plan a classroom lecture |
| 149 | 2 | discourage or prevent pupils from expressing themselves freely |

Nine tasks were perceived to occur or be accomplished more frequently by highly successful inner-city/urban teachers (group II) than by control teachers (group IV) in that setting.

| Task# | (Set) | |
|---|---|---|
| 7 | 2 | plan effective individual and group projects |
| 27 | 2 | stress student strengths |
| 97 | 2 | instill a competitive spirit within the class |
| 89 | 2 | communicate effectively with students |
| 103 | 2 | promote a definite rapport between teacher and class |

| Task# | (Set) | |
|---|---|---|
| 115 | 2 | establish methods for measuring on-the-job performance |
| 124 | 2 | devise and direct student self-evaluation |
| 148 | 2 | encourage pupils to express themselves freely |
| 36 | 5 | determine long- and short-range distributive education facility needs |

The following 10 tasks were perceived to occur or be accomplished more frequently by control teachers in the inner city (group IV) than by highly successful inner-city/urban teachers (group II).

| Task# | (Set) | |
|---|---|---|
| 64 | 2 | direct programmed instruction (teaching machine or programmed text materials) |
| 108 | 2 | evaluate various participating experiences (projects) which focus on activities in distributive occupations and decision-making situations |
| 152 | 2 | cope with unpleasant remarks made by students |
| 153 | 2 | handle discipline problems or disturbances caused by students not in your class |
| 36 | 4 | prepare and present radio and TV programs promoting distributive education |
| 81 | 4 | secure approval from school administration and state for establishing a DECA chapter |
| 18 | 5 | maintain a distributive education classroom library |
| 22 | 5 | keep classroom clean and attractive |
| 54 | 5 | make periodic program reports to high school principal or other supervisor |
| 60 | 5 | use an 8mm single concept film projector |

PERSONAL EFFECTIVENESS

Perceptions of teachers related to the degree of personal effectiveness the teachers attained in accomplishing the tasks were rated on a five-point scale with the parameters of extremely, highly, somewhat, slightly and ineffective. Twenty-four elements revealed by the chi-square analysis which showed a significant difference between the responses of outer-city/suburban teachers (groups I and III) and inner-city/urban teachers (groups II and IV) with relation to the teachers' perceived degree of personal effectiveness in accomplishing the task were as follows:

Eighteen tasks were perceived by teachers to be accomplished with a higher degree of personal effectiveness in the outer-city/suburban school settings (groups I and III) than in inner-city/urban school settings, (groups II and IV).

| Task# | (Set) | |
|---|---|---|
| 54 | 2 | maximize the transfer of learning from one situation to another |
| 108 | 2 | evaluate various participating experiences (projects) which focus on activities in distributive occupations and decision-making situations |
| 128 | 2 | withhold judgment on students' behavior or work |
| 137 | 2 | recognize, interpret, and utilize student actions and behaviors (cues) |
| 26 | 4 | assist in securing part-time employment experiences for project plan distributive education students |
| 52 | 4 | become familiar with management policies and the organizational structures of training sponsors |
| 64 | 4 | involve cooperating agency in evaluation of student performance |
| 66 | 4 | maintain a regular schedule of activities for the advisory committee |
| 85 | 4 | assist in the development of the constitution and bylaws for state or local DECA chapters |
| 89 | 4 | coordinate DECA activities with instructional activities in the distributive education classrooms |
| 16 | 5 | control, for maximum comfort, as much as possible, the physical aspects of the classroom, i.e., light, ventilation, heat |
| 31 | 5 | provide for publicity coverage of distributive education program and DECA activities |

| Task# | (Set) | |
|---|---|---|
| 34 | 5 | assist in preparation and release of news about DECA for local, state and national audiences |
| 50 | 5 | determine long- and short-range supply needs |
| 18 | 6 | provide students with resource materials on occupational opportunities |
| 47 | 6 | maintain expertise in one's occupational specialty |
| 54 | 6 | attend local and state professional meetings |
| 55 | 6 | serve as a member and/or chairman of a committee in professional organization |

Six tasks were perceived by teachers to be accomplished with a higher degree of personal effectiveness in the inner-city/urban school setting (groups II and IV) than in the outer-city/suburban setting, (groups I and III).

| Task# | (Set) | |
|---|---|---|
| 63 | 4 | check student-trainee progress with employer, supervisor and other personnel |
| 76 | 4 | conduct or participate in an overall community manpower survey |
| 22 | 5 | keep classroom clean and attractive |
| 47 | 5 | develop and maintain student progress reports |
| 53 | 5 | conduct follow-up studies of former high school distributive education students at regular intervals |
| 19 | 6 | arrange for the administering of occupational tests to distributive education students |

Thirty-five different elements are presented which revealed significant differences when comparisons were made between the responses of teachers considered to be highly successful and a control group of teachers. In order to determine if a statistical difference existed between the groups of teachers in relation to their perceived degree of personal effectiveness in accomplishing the task, two chi-square analyses were performed. One analysis involved outer-city/suburban teachers considered to be highly successful and a control group of teachers from outer-city/suburban schools. The second analysis investigated differences in responses of teachers considered to be highly successful and a control group of teachers from the inner city.

Perceptions regarding the 17 tasks which were rated significantly higher by highly successful outer-city/suburban teachers (group I) than by a control group of outer-city/suburban teachers (group III) were as follows:

| Task# | (Set) | |
|---|---|---|
| 7 | 2 | plan effective individual and group projects |
| 27 | 2 | stress student strengths |
| 43 | 2 | aim for full class participation |
| 45 | 2 | provide instruction through the use of case problems |
| 57 | 2 | approach subject matter in an indirect, informal way |
| 63 | 2 | devise case-study problems |
| 76 | 2 | ask questions that students can only answer if they have studied the lesson |
| 96 | 2 | show interest in and understand students' personal problems |
| 33 | 4 | develop procedures for job transfers |
| 34 | 4 | maintain a current file on jobs and employers |
| 40 | 4 | assist employers in securing seasonal and part-time employees from your school |
| 90 | 4 | assist in planning and organizing fund-raising activities for DECA |
| 5 | 5 | personally instruct adult distributive education classes when qualified |
| 7 | 5 | aid instructors of adult distributive education classes in organizing instructional materials |
| 69 | 5 | reproduce instructional material with a spirit duplicator (DITTO) |
| 67 | 6 | develop good professional working relationships with teachers and administrators |

| Task# | (Set) | |
|---|---|---|
| 69 | 6 | serve as a homeroom teacher |

Perceptions regarding the four tasks which were rated significantly higher by a control group of teachers from the outer-city/suburban school setting (group III) than by teachers considered to be highly successful in the same school setting (group I) were:

| Task# | (Set) | |
|---|---|---|
| 14 | 2 | plan a classroom lecture |
| 19 | 2 | set reasonable academic standards for students |
| 154 | 2 | prevent one student from causing another physical harm |
| 1 | 4 | discourage students from taking long breaks or rest periods at work |

Perceptions concerning the degree of personal effectiveness in accomplishing a task rated significantly higher by inner-city/urban teachers considered to be highly successful (group II) than by a control group of inner-city/urban teachers (group IV) were:

| Task# | (Set) | |
|---|---|---|
| 6 | 2 | provide creative learning experiences for students |
| 27 | 2 | stress student strengths |
| 35 | 2 | motivate students with intrinsic value of ideas or activities |
| 77 | 2 | ask questions that are not readily answerable by study of the lesson |
| 89 | 2 | communicate effectively with students |
| 91 | 2 | make sure students can hear and clearly see a teacher demonstration |
| 92 | 2 | conduct lessons on the level of students' ability |
| 94 | 2 | promote student participation in class activities |
| 128 | 2 | withhold judgment on students' behavior or work |
| 13 | 6 | confer with students' parents relative to their progress in the training program |

The following perceptions associated with the degree of personal effectiveness in accomplishing a task were rated significantly higher by a group of inner-city/urban control teachers (group IV) than by a group of teachers considered to be highly successful from the inner-city/urban school setting (group II).

| Task# | (Set) | |
|---|---|---|
| 58 | 2 | approach subject matter in a direct, business-like way |
| 59 | 2 | devise an illustrated talk |
| 32 | 5 | make community occupational surveys |
| 34 | 5 | assist in preparation and release of news about DECA for local, state and national audiences |
| 56 | 5 | plan a budget for equipment and supplies: current and projected |

## A SUMMARIZATION THROUGH FACTOR ANALYSES ON SIGNIFICANT ELEMENTS

### BETWEEN SCHOOL SETTINGS

A factor analysis was performed on the 115 items which appeared significantly different as a result of the chi-square analysis between the responses of outer-city/suburban teachers and principals and inner-city/urban teachers and principals. The analysis called for five di-polar factors. Each factor was concerned with the perceptions of teachers and principals from the outer-city/suburban school settings as opposed to the perceptions of teachers and principals from inner-city/urban schools. The analysis was calculated to draw a more concise meaning from the findings of the chi-square analysis, thus aiding in the summarization of those elements showing differences between the two school settings under consideration. Only factors with loadings of .30 or above were considered, with factor loadings of .50 or above being considered as primary contributors to the factor. (See Appendix 14 for the complete findings of the factor analyses.)

Factor I associated 19 items; 11 items were in the positive direction of the outer-city/suburban setting and eight were in the direction of the inner-city/urban school setting. The factor, although not indicating a distinctive meaning, tended to reveal high associations in the outer-city/suburban setting among items related to teachers who showed high interest in the student, e.g., his safety, comfort, and enrichment, as opposed to the inner-city/urban teacher's concern for elements of a more impersonal nature, e.g., clean classroom, securing instructional aids.

Factor II revealed 16 items, 12 in the positive direction of the outer-city/suburban setting and four showing a positive direction to the inner-city/urban setting. This factor favored an association of items concerned with the outer-city/suburban teacher which were more personal in nature to the teacher himself, e.g., his ability to communicate, his positive perceptions of himself. These perceptions were opposed to the inner-city/urban teacher's perceptions related to his flexibility in teaching.

Factor III clearly associated items concerned with the environmental condition of the school settings. Twenty-one items appeared, 10 in the direction of the outer-city/suburban setting and 11 in the direction of the inner city. Two conditions of the environment which particularly showed in juxtaposition were type of homes or living conditions and amount of education of parents in the community.

Factor IV showed 14 items in the positive direction of the outer-city/suburban setting and eight in the direction of the inner city. The factor seemed to indicate a relationship among items in the outer-city/suburban setting which were associated with the teachers' commitment to professional organizations as opposed to the inner-city/urban teachers' commitment to students.

Factor V contained 19 items, 12 in the direction of the outer-city/suburban setting and seven in the direction of the inner city. The items in the direction of the outer-city/suburban setting tended to lean toward the teachers' commitment to DECA and involvement with out-of-school agencies as opposed to the inner-city/urban teachers' involvement with the more internal affairs of the school and distributive education program.

Only Factor III provided a clear direction or meaning to the data, showing gross differences in responses of teachers and principals in the outer-city/suburban school setting and the inner-city/urban setting. Factor III supported previous beliefs that the school settings were indeed in diverse cultural settings.

Each of the five factors revealed some indications of commonalities and direction, but no attempt was made to give a specific title which might accurately characterize the factor.

## BETWEEN SUCCESSFUL AND CONTROL GROUPS IN THE OUTER-CITY/SUBURBAN SCHOOLS

Again five factors were called for by the analysis. As was the case in the previous factor analysis, only those items (81) were used which were revealed through the chi-square analysis showing significant differences between responses of highly successful teachers and principals in the outer-city/suburban setting (group I) and the responses of control teachers and principals in the same setting (group III). Here, too, only items with a factor loading of .30 or above were used to comprise the factors.

Factor I showed 20 items associated with success in the outer-city/suburban school setting. The factor seemed to associate items related to DECA and the successful teachers' involvement in all segments of the youth organization. Also within the factor were several items concerned with the preparation of reports and the frequent use of audiovisual equipment. Quite clearly the successful teacher in the outer-city/suburban school setting has a deep commitment to the total program of activities of the youth organization. There too seems to be an indication that this successful teacher has a positive perception of the clerical and operational duties associated with the teaching position.

Factor II, 13 elements were clearly distinguishable. It associated those perceptions of the successful teachers which dealt with the teachers' surroundings, e.g., teaching conditions. The factor indicated the positive feelings successful teachers have concerning their teaching conditions as contrasted with a more negative feeling expressed by the control teachers.

Factor III, 11 elements tended to depict the successful teacher as being more concerned with clerical and operational duties than with a concern for student behavior and classroom management. The factor tended to indicate a degree of rigidity, coldness, or disconcern for students by the successful teacher in relation to control teachers.

Factor IV, 16 items again indicated a positive, secure attitude of the successful teacher in relation to his school environment. The successful teacher was sure of himself and his teaching position and perceived himself accomplishing his tasks at a high level and with efficiency.

Factor V, 10 items showed little clear-cut direction but had some tendency to again reveal a leaning of the successful teacher toward formality both in tasks related to the classroom and to the on-the-job experience.

## BETWEEN SUCCESSFUL AND CONTROL GROUPS IN THE INNER CITY

The factor analysis again called for five factors and was performed on these 111 items showing a significant difference between the responses of highly successful (group II) and control (group III) inner-city/urban teachers and principals.

Factor I revealed all 42 items associated with successful teachers which were derived from the administrators' comprehensive rating form. These, plus seven additional items showing a strong positive image of the teachers, comprised a factor which might be considered to be associated with a performance appraisal of teacher effectiveness.

Factor II, 22 elements associated with successful inner-city/urban teachers, for the most part revealed a concern for students in both academic achievement and their personal safety and psychological well being. The elements tended to depict the successful inner-city/urban teacher as one who was interested in his students as complete persons with this interest not limited to the school environment.

Factor III, 14 items were clearly identified with a positive self-perception and attitude of the successful teacher. The successful teacher viewed himself, his teaching position, and his principal in a positive manner. A portion of this factor bore some resemblance to the successful outer-city/suburban teachers Factor IV, as both groups of successful teachers view themselves in a positive light and with a good deal of self-confidence.

Factor IV, 15 items tended to portray a lack of involvement in non-student related tasks in contrast to a high involvement in student-related activities. This factor depicted the successful inner-city/urban teacher as one who becomes involved with his students particularly in relation to their classroom activities. There was also some indication in the factor that the successful inner-city/urban teacher had a low regard for the preparation of reports and other operational tasks.

Factor V, 13 items revealed a number of elements associated with the motivation of students. The successful inner-city/urban teacher perceived positively those tasks which bolster student participation. Tasks associated with long- and short-range planning tend also to be connected with the factor and showed some internal consistency with student motivating procedures.

When ferreting out differences in teacher perceptions for those who teach in outer-city/suburban schools or in an inner-city/urban school setting, it begins to become apparent that the total population of outer-city/suburban teachers have several characteristics totally different from the population of inner-city/urban teachers in the study. The outer-city/suburban teacher: 1) perceives a high positive reflection of himself, 2) feels he communicates effectively with all persons within his educational and professional environment, 3) has a deep commitment to professional organizations, and 4) puts great emphasis on an involvement with the total program of activities associated with the youth organization DECA.

The inner-city/urban teacher, on the other hand, perceives: 1) a heavy commitment to his students, 2) a good deal of flexibility in his teaching practices, 3) a deep involvement with the internal affairs of his school and his distributive education program, and 4) a concern for a variety of impersonal tasks associated with his position.

Differences also become apparent when the responses of highly successful teachers are compared to a control group of teachers.

The highly successful outer-city/suburban teacher in the population, when compared to teachers in the control group: 1) has a secure attitude about himself and his teaching environment; 2) feels positive about his teaching conditions and his surroundings; 3) perceives positively clerical and program operational duties and regards them as important facets of his job; 4) indicates some rigidity, coldness and aloofness towards his students both in and out of the classroom; and 5) is highly concerned with an involvement in all phases of the DECA program of activities.

The highly successful inner-city/urban teacher also revealed a pattern of differences from teachers in the control group from the inner city. The successful inner-city/urban teacher: 1) perceives a high positive self-image; 2) has a good opinion of his principal which is shared in turn by his administrator having high regard for his teaching ability; 3) shows considerable concern for his students in relation to their academic, psychological and personal well being, 4) encourages a strong involvement with his students in student-oriented tasks at the expense of involvement with non-student related tasks and duties; and 5) shows high regard for motivating his students through planning activities.

## STUDENT QUESTIONNAIRES

Data from 4568 students were used in the analysis of the student questionnaire. The ratings represented 1396 students in group I, 1175 in group II, 1081 in group III, and 916 in group IV. A cumulative frequency count of responses was made for each of the four groups of teachers as well as an individual frequency count of the responses of students of each teacher. All teachers were forwarded the results of the cumulative frequency count for the successful group in their school setting and the frequency count of their students' responses (see Appendix 15).

The 50 statements in the student questionnaire were scored giving a weight of zero to three for each statement (total possible score = 150). Mean scores were calculated for each group of teachers. Group I showed a mean of 107.55; group II, 106.04; group III, 103.48; and group IV, 97.24. Mean scores were also calculated for student responses from combined groups I and III, all students from outer-city/suburban schools, and combined groups II and IV, all responses of students from inner-city/urban schools. The mean score of responses of outer-city/suburban students was 105.5, with the mean score of student responses from the inner city being 102.1.

A Mann-Whitney U was then calculated to determine differences between the groups. A one-tailed test between groups I and III, $z = -.949$, indicated no significant differences between the scores of students who rate their outer-city/suburban teachers considered to be highly successful (group I) and the scores of students who rated their teachers in the control group (group III) in the same school setting, although the mean score for group III was lower than for group I. The one-tailed test between groups II and IV, though, revealed group II > group IV with a z score = -2.607, showing significance at .01. This score indicated a significant difference between the responses of students when rating their inner-city teachers considered to be highly successful (group II) and the responses of students' ratings for control teachers from the inner city (group IV). Also, a two-tailed test between groups I and II, $z = -.571$, revealed no significant differences between the scores of students of highly successful teachers in either school setting. The two-tailed test between groups III and IV did, though, indicate group III > group IV with a $z = -2.40$, showing significant difference at .01 between the scores of students of the control teachers in each setting.

## PERCEIVED TEACHER EFFECTIVENESS

A chi-square analysis of the 50 statements was performed between the responses of outer-city/suburban students whose teachers were considered to be highly successful and the responses of outer-city/suburban students whose teachers comprised a control group. This same analysis was performed between the responses of inner-city/urban students whose teachers were considered to be highly successful and the responses of inner-city/urban students whose teachers comprised a control group. Student ratings were also analyzed to determine differences between the responses for outer-city/suburban teachers (groups I and III) and responses for inner-city/urban teachers (groups II and IV) made by their students. Data obtained from these analyses were used as a partial basis for answering research question one (p. 6).

It should be noted that, as was the condition with the principals' ratings of the teachers, the student had no knowledge as to whether the teacher was considered to be highly successful or in a control group. The only instructions the student was given were to respond to the degree which a statement fit or did not fit his teacher (see Appendix 13).

Three null hypotheses were stated (p. 21) which were used to test for differences in responses between and among groups. $Ho_3$ was rejected for 48 of 50 statements which revealed significant differences in the responses of outer-city/suburban students from combined groups I and III and the combined groups II and IV of inner-city/urban students. Only two items, (32 and 36) *My teacher makes fun of students' ideas* and *My teacher makes students tense and on edge*, showed no significant difference in responses of students at the .05 level. In each of the remaining 48 items the responses of outer-city/suburban students when rating their teachers was significantly higher than the responses of inner-city/urban students who rated their teachers. (See Appendix 13 for a complete listing of statements on the student questionnaire.)

When a chi-square analysis was performed on the responses of students whose teachers were considered to be highly successful in an outer-city/suburban setting (group I) and the responses of students whose teachers comprised the control group (group III) in that setting, $Ho_1$ was rejected for 14 statements which revealed a statistical difference between the two groups. Each of the statements were rated significantly higher by students of teachers considered to be highly successful than by students of control teachers.

The 14 statements were:

| Statement Number | Statement |
|---|---|
| 1 | My teacher explains things so that most students in the class understand. |
| 8 | My teacher talks down to students. |
| 12 | My teacher is mean to students. |
| 19 | My teacher shows confidence and pride in his work. |
| 20 | My teacher misses the ideas students try to get across. |
| 22 | My teacher shows a drive or force which is felt by his students. |
| 23 | My teacher, when explaining something, has the facts at his fingertips. |
| 25 | My teacher solves problems or issues right on the spot. |

26 My teacher maintains open and direct contact with all members of the class.

28 My teacher looks down upon students.

31 My teacher reaches students with his words.

37 My teacher faces problems of discipline quickly and directly.

38 My teacher assigns homework which helps me better understand what was taught in class.

44 My teacher, when he wants, gets the students' attention.

The analyses performed between the responses of students of highly successful inner-city/urban teachers (group II) and students of teachers in the inner-city/urban control group (IV) revealed 49 of the 50 statements to be rated significantly higher by students of highly successful teachers. Only statement 37, *My teacher faces problems of discipline quickly and directly*, showed no significant differences in the ratings of students in the two inner-city/urban groups. $Ho_2$ was thus rejected for 49 statements, showing a statistical difference on the chi-square analysis. (See Appendix 13 for a listing of the 49 statements.)

There seems to be little doubt that the student questionnaire was an adequate means to assess teacher effectiveness within the inner-city/urban school setting, as 49 of 50 items discriminated between the highly successful and control inner-city/urban teachers. On the other hand, the value of the instrument to discriminate successful teaching within the outer-city/suburban school setting was highly questionable, as only 14 of 50 items showed discrimination. The reader should also be cautioned as to the validity of the instrument in measuring differences in teacher effectiveness between inner-city/urban and outer-city/suburban teachers, even though 48 of 50 items discriminated between the two settings. These differences could more than likely be attributed to low ratings given by the students of inner-city/urban control teachers, as the Mann-Whitney U test revealed no significant differences between the responses of students for highly successful teachers in groups I and II.

# CHAPTER IV

# CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS OF THE STUDY

## CONCLUSIONS

This chapter will be concerned with drawing conclusions based upon the four research questions (p. 6) and will strive to answer the more basic question posed on page six of this report. An effort will also be made to relate several implications of the study which have relevancy to teacher education.

The first research question, Are there elements which make a teacher of a specific subject area be considered highly successful?, was broached from three dimensions. The question was investigated by means of an administrator rating, a teacher self-appraisal, and a student evaluation of teacher performance. The data leaves no doubt that an inner-city/urban teacher identified as highly successful by an independent referent group (state supervisors and teacher educators of distributive education) was also considered to be highly successful by the teacher's building principal and students. The data also indicates numerous elements which highly successful inner-city/urban teachers perceive about themselves which are different from and are more positive than their counterparts in the inner city.

When the first research question is viewed by the school administrator, the highly successful inner-city/urban teacher becomes a well-organized, self-controlled person with considerable insight and perception relative to his teaching position and his students. A feeling of teacher total involvement seems to permeate the administrator's perception of the teacher. As students visualize this highly successful inner-city/urban teacher, he becomes a person of considerable empathy and understanding, and one who has command of the classroom learning situation. The highly successful inner-city/urban teacher completes this picture with a self-perception of being a strong, agreeable but decisive person, one who is fairly treated by his administrator and a person who is comfortable in his teaching position.

This conceptualization of the successful inner-city/urban teacher, as compared to other teachers who function in the inner city, is by no means a new or startling one; the literature is filled with such descriptions as to the qualities needed to be a successful teacher in the inner city. What is important, though, is that the results of the study have revealed a number of the individual components which comprise the descriptions. These components thus become a basis, in part, for answering the first research question in the affirmative.

The data, though, does not give clear indications as to why teachers are perceived to be highly successful in an outer-city/suburban school setting. Although the same independent referent groups (state supervisors and teacher educators of distributive education) were readily able to identify such a group, and the administrators of these teachers rated the group overall significantly higher than a control group, there were only four individual elements which set these teachers apart from their counterpart control group. The student rating also disclosed only a relatively few elements discriminatory to the successful teacher. Further, unlike the administrators' rating, the student rating did not reveal an overall mean difference between the groups. Only the teacher's self-perceptions pointed to some positive indications as to why the teacher was perceived to be highly successful. This highly successful outer-city/suburban teacher perceives himself most positively and his teaching position as a superior one, as well as seeing his teaching conditions as being outstanding.

The data, then, clearly indicates considerable evidence to be used as a basis for answering the question, Are there elements which make an inner-city/urban teacher of a specific subject area be considered highly successful? The findings do not, nevertheless, lead to any such clear conclusions in answering the question when the population becomes outer-city/suburban teachers.

The second research question, Do teachers considered to be highly successful in a specific subject area perceive performance tasks differently than other teachers of the same subject area who function under similar conditions?, was approached by computing statistical differences between the responses of teachers considered to be highly successful in a particular school setting and the responses of other teachers functioning in the same subject area in a similar school environment. The question was answered through an analysis of the differences in teacher perceptions for 396 teaching tasks--their importance, their frequency of performance, and the teachers' perception of personal effectiveness in accomplishing the task.

It must be concluded that although the findings revealed a number of teaching tasks associated with successful teachers in either an outer-city/suburban school setting or an inner-city/urban school setting, the data did not reveal numbers of teaching tasks of sufficient magnitude to warrant an affirmative answer to the second research question. Further, it must be indicated that the findings (see Appendix 16) point to a considerably high mode of agreement on each of the three dimensions of each task between teachers considered to be highly successful in a specific school setting and control teachers in that same school environment.

It should be noted, however, that several factors or groupings of associative teaching tasks showing differences could well provide the insight as to why teachers would be considered highly successful by the state supervisor or teacher educator referent group.

Clearly, it can be concluded that a high degree of involvement existed in activities associated with the youth organization (DECA) among those teachers considered to be highly successful in an outer-city/suburban school setting. Further, it can be concluded from the data that these same highly successful outer-city/suburban teachers demonstrate a tendency of formality towards their students and view the clerical and operational tasks associated with the distributive education program as being extremely important considerations.

Some concluding statements might also be gleaned from the data relative to those teaching tasks associated with highly successful inner-city/urban teachers. The data support conclusions which convey the idea that highly successful inner-city/urban teachers are deeply involved with their students, particularly in non-teaching related tasks, and are more than normally concerned with motivating their students as well as seeing that these students succeed academically within the total school program.

When the third research question, Do teachers considered to be highly successful in a given subject area perceive performance tasks the same no matter where they teach?, was considered, the data indicated only three elements upon which there was common agreement. This gross lack of evidence led to a clear conclusion resulting in a negative response to the third research question.

The fourth research question, Do all teachers of a given subject area perceive performance tasks the same no matter where they teach?, was also answered through the results of chi-square analyses. This was accomplished by combining data from all teachers who function in outer-city/suburban school settings and comparing this data to the responses of all teachers from inner-city/urban schools.

Although a number of teaching tasks did reveal differences in responses between outer-city/suburban and inner-city/urban teachers, there was an overwhelming percentage of teaching tasks which indicated no statistical differences between the groups (see Appendix 17). These data clearly indicate a conclusion leading to a positive answer to research question four. Here again, though, further study into those teaching tasks which did produce statistical differences may warrant individual consideration, as each task may begin to provide limited insight into the question.

## RECOMMENDATIONS

Recommendations are presented in relation to the more global research question: *Should the preparation of teachers for inner-city/urban schools be different from that which is now prevalent in our colleges and universities?*

Data obtained from the study strongly indicates the conclusion that separate distributive teacher preparation programs for the sole purpose of preparing inner-city/urban teachers are *not* warranted.

The following more limited recommendations are thus made, as a result of the data obtained in the study.

1. Evidence is conclusive that *sufficient elements exist which lead administrators and students to consider certain teachers to be judged highly successful in inner-city/urban schools*. The attitudes, practices and behaviors used by these teachers thus justify their inclusion in existing teacher preparation programs.
2. *Sufficient numbers of teaching tasks showing differences between the two school settings* under investigation do exist to warrant inclusion of the findings of the study in existing distributive teacher preparation programs.
3. Sufficient evidence exists concerning enough *variance between teacher attitudes in the two school settings* under investigation to justify inclusion of these factors in existing distributive teacher preparation programs.

## IMPLICATIONS

Results of the study generated several implications for preservice teacher education. The study clearly indicates some differences do exist between successful teachers and control teachers and between outer-city/suburban teachers and inner-city/urban teachers. These differences, though, are not of the proportions which justify complete revamping of existing teacher preparation programs. The need therefore exists for a mechanism to incorporate these changes into current programs of in-service education. One option open to accomplish this end would be through individualized study modules. Such modules would enable the prospective teacher to cope with the special conditions found within the inner-city/urban school setting. The base point for the development of materials now exists in the teaching tasks, attitudes, and procedures which have been identified in this study. The next implied progression thus becomes the development of a means to formulate the needs of prospective inner-city/urban teachers.

Successful inner-city/urban distributive education teachers still remain few in number, although most view their responsibilities in close proximity to their counterparts in the outer-city/suburban setting. The question may well be one of cause and effect in that the inner-city/urban teacher has been prepared for teaching by the same teacher preparation program as the teacher who functions in an outer-city/suburban setting; thus his perceived role shows little variance in the overall scheme of teaching.

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# APPENDICES

# APPENDIX 1

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

September 26, 1969

COPY

State Director
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear

Enclosed is abstract of a research project in distributive education which is underway at The Center.

During the coming school year contacts will be made to the state supervisor and teacher educators of distributive education, as well as local school superintendents, principals and teachers of distributive education within your state. We will attempt to enlist their cooperation and aid in the research outlined in the enclosed abstracts.

The research is totally funded by The Center and will not incur expense to the state.

We enlist your support in this matter and will inform your office of activities taking place within your state. The state supervisor of distributive education will be supplied with a listing of any teachers and schools within the state which are cooperating in the research.

If you have any questions regarding this research activity, please contact me.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:dlv
Enclosure

# APPENDIX 2

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

October 6, 1969

COPY

Teacher Educator for Distributive Education
Bureau of Business Education
721 Capitol Mall
Sacramento, California 95814

Dear

Enclosed is abstract of a research project in distributive education which is underway at The Center.

Of utmost importance to the research is the identification of highly successful distributive education teachers who function in each of the two cultural settings under investigation.

We enlist your cooperation and aid in this research and request that you provide on the enclosed form the names and schools of five highly successful distributive education teachers functioning in predominantly white middle-class environments and five highly successful distributive education teachers functioning in a predominantly black inner-city environment. We limit the request to five teachers from each environment so you may be extremely selective in your choice.

The research will be entirely funded by Center monies and will not incur any expense to the state.

If available, the name of the high school principal corresponding to the recommended teacher would be extremely helpful.

A stamped, return envelope is provided for your convenience.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:js
Enclosure

# APPENDIX 3

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

October 6, 1969

COPY

State Supervisor for Distributive Education
Bureau of Business Education
721 Capitol Mall
Sacramento, California 95814

Dear

Enclosed is abstract of a research project in distributive education which is underway at The Center.

Of utmost importance to the research is the identification of highly successful distributive education teachers who function in each of the two cultural settings under investigation.

We enlist your cooperation and aid in this research and request that you provide on the enclosed form the names and schools of five highly successful distributive education teachers functioning in predominantly white middle-class environments and five highly successful distributive education teachers functioning in a predominantly black inner-city environment. We limit the request to five teachers from each environment so you may be extremely selective in your choice.

The research will be entirely funded by Center monies and will not incur any expense to the state.

If available, the name of the high school principal corresponding to the recommended teacher would be extremely helpful.

A stamped, return envelope is provided for your convenience.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:js
Enclosure

# APPENDIX 4

## ABSTRACT

| | |
|---|---|
| Title: | Vocational Teaching in Diverse Cultural Settings |
| Principal Investigator: | Edward T. Ferguson, Jr. |
| Duration: | 1 September 1969 through 1 April 1971 |

Purpose: If a logical approach is to be made regarding the problems of providing appropriate teacher education preparation for teachers who function in cultural settings different from that of the white middle class, it becomes imperative that examination be made of the tasks and practices considered effective by successful teachers in the different cultural settings. Further, by examining the effective tasks and practices of successful teachers in white middle-class environments, a comparison could be made of the patterns of successful teaching in each of the two different cultural settings. If cultural setting proves to be directly related to specific, effective teaching tasks and practices, then present teacher education programs could be revised accordingly.

The primary purpose of this research is to investigate the differences, if any, in successful teaching tasks and practices in distributive education in outer-city/suburban environments and inner-city environments. The research will develop and test effective methodology and procedures for exploring the teaching of all aspects of vocational education in different cultural settings. For the purpose of simplicity and because of its diversity and all-inclusiveness of teaching tasks, teachers of distributive education only will be used in the study. Therefore, the instruments designed will be unique in that they will reflect the tasks and practices of a distributive education teacher. However, the basic format and objectives of these instruments will be readily adaptable to the tasks and practices found in teaching other areas of vocational education.

In addition, a broad purpose of this research is, then, to provide a basis for alteration and adjustment of distributive teacher education programs and, ultimately, other vocational teacher education programs, if evidence is shown that the two different cultural settings demand varying competencies for teachers to function successfully in a given setting.

Objectives: The objectives of the study are: (1) to identify competent distributive education teachers who teach in each of the two cultural settings, (2) to examine and compare success factors as they relate to tasks and practices of performance by those

teachers, and (3) to recommend changes, if warranted, in existing teacher education programs to more effectively prepare vocational teachers who will function in each cultural setting.

Contribution to Education: The largest single contribution to education is that of determining the existence of any differences in successful teaching tasks and practices in outer-city/suburban environments and inner-city environments. In addition, implications will be drawn for teacher education programs reflecting the findings of the study.

Procedures: The following major categories of procedures will be followed: (1) identification of successful teachers functioning in outer-city/suburban and inner-city cultural settings, (2) development and administering of instruments and other procedures to identify effective teaching tasks and practices in each cultural setting, (3) comparison of the effective teaching tasks and practices found in each environment, (4) examination of the classroom behaviors of the students in each cultural setting, and (5) recommendation of changes, if warranted by the findings of the study, to present distributive teacher education programs.

The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Project: Vocational Education Teaching in Diverse Cultural Settings

| Distributive Education Teacher Outer-City/Suburban Setting | School | Address | Principal |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

| Distributive Education Teacher Inner-City/Urban Setting | School | Address | Principal |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

# APPENDIX 5

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

December 1, 1969

State Supervisor for Distributive Education
Bureau of Vocational, Technical and Adult Education
Capitol Building
Charleston, West Virginia 25305

Dear

As you will remember from our last correspondence, The Center is involved in a research study that is examining the tasks and practices performed by highly successful distributive education teachers in diverse cultural settings.

Enclosed are the names and addresses of teachers in your state that have been selected by you or one of the teacher educators in your state as being highly successful distributive teachers.

We request at this time that you send us the information requested on the enclosed card regarding the selection of two additional distributive education teachers in each cultural setting whose names do not appear on the enclosed list. These additional teachers will be used as a control group. A random selection of names from the total listing of distributive education teachers in your state is all that is needed.

Thank you for your assistance and aid to our research venture.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:lkn
Enclosure

# APPENDIX 6

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Dear

The Center for Vocational and Technical Education is currently conducting a nationwide research study which will provide extremely pertinent information to our university and college distributive teacher education programs. The study will attempt to identify effective tasks and practices used by distributive education teachers who teach in varying cultural settings.

Mr. , a distributive education teacher in your school, has been recommended by university or state supervisory personnel within your state as being a teacher of distributive education, whose experiences will fit the needs of our research study.

As a person who is daily called upon to make judgments regarding the effectiveness of teachers under your supervision, we make the request that you complete the enclosed teacher rating form. Completing this form will provide critical information needed in the first phase of the study. We ask that you rate this person with respect to his degree of competence as a teacher when compared to other teachers in your school or district. All ratings are confidential and will be treated in the utmost professional manner.

An additional copy of the rating form is enclosed for your personal file, together with a stamped return envelope. Thank you for your assistance in the study.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:lkn
Enclosures (3)

# APPENDIX 7

## Ratings Instructions

On the following pages are several items pertaining to the rating of the distributive education teacher named in the accompanying letter and on this rating sheet.

For the first set of items, please check the phrase which best fits this teacher in comparison with other teachers in the school. You are asked to rate this teacher on the basis of whatever available information you have regarding their teaching ability.

To complete the overall rating of this person, please place a check mark at the appropriate point on the vertical line in the center of the page. The five cue words appearing to the left of the line (superior, excellent, above average, below average) are only guidelines for the rating. It is not necessary to place your check mark opposite one of those words; rather, you may place the mark anywhere on the line.

After rating the teacher, please indicate how confident you feel about your judgment on that teacher by checking the appropriate box.

Please do not skip any questions.

Thank you for your cooperation.

(Teacher's Name)

______________________

To what extent does the work of this teacher impress you as indicating mastery in the field of distributive education?

_____ very markedly

_____ markedly

_____ average

_____ little

_____ very little

Teacher's knowledge of subject:

_____ seems to know the subject extremely well

_____ knows the subject well

_____ seems moderately well-informed

_____ appears to be poorly informed

How much evidence is there that this teacher has broad experience in his field aside from book knowledge?

_____ frequent evidence

_____ fair amount of evidence

_____ a little evidence

_____ no evidence

How well does this teacher assist students in knowing why they are learning certain things?

_____ among the best teachers I have seen in this respect

_____ better than most teachers

_____ about average in this respect

_____ below average (not as good as most teachers)

_____ among the poorest teachers I have observed

Attitude toward teaching:

_____ seems to be enthusiastic about teaching

_____ sometimes enthusiastic; sometimes not enthusiastic

_____ seems indifferent

_____ does not seem to enjoy teaching

Attitude toward students:

_____ sympathetic, helpful, actively concerned

_____ moderately sympathetic

_____ routine in attitude--avoids individual contact

_____ distant, aloof, cold

What is the feeling between this teacher and his students?

_____ excellent mutual understanding and good will

_____ better human relations than in most classes

_____ about average

_____ not as good rapport as in most classes

_____ little mutual understanding, poor human relations

Teacher's preparation for class session:

_____ outstanding

_____ well prepared

_____ apparently does a minimum of preparation

_____ frequently forgets teaching materials; obviously unprepared

Teacher's attitude toward questions:

_____ skillful in drawing out questions

_____ encourages questions

_____ avoids certain questions

_____ ignores most questions

Teacher's stimulation of intellectual curiosity:

_____ inspires students to seek more knowledge on subject

_____ maintains students' interest in subject

_____ occasionally interesting

_____ often dull

_____ destroys interest in subject

Superior

Excellent

Above Average

Average

Below Average

How confident do you feel about this rating?

- ☐ Very Confident
- ☐ Somewhat Confident
- ☐ Somewhat Doubtful
- ☐ Very Doubtful

# APPENDIX 8

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Dear

The Center for Research in Vocational and Technical Education is sponsoring a national research project in distributive education.

Crucial to the research was the identification of distributive education teachers who function in urban or suburban cultural settings. You have been selected as one of a group of two hundred distributive education teachers throughout the United States who meet the qualifications to be a part of this research study.

You were initially selected by the state supervisory and teacher educators of distributive education within your state. A more final selection was determined by your high school principal.

The purpose of the research is to examine in detail the teaching tasks and practices performed by distributive education teachers who function in differing cultural settings. As a teacher who functions in one of the environments under investigation, we invite you to participate in this research venture. A modest honorarium of $50.00 will be paid to you in June 1970. It is offered to cover your time and energy given to the project throughout the remainder of the school year.

If you accept our offer, your responsibilities will be as follows:

1. Complete a school and teacher data questionnaire, self-appraisal rating forms, and a time allocation form. (Set 1)
2. Complete teaching tasks and teaching practices forms. (Sets 2, 4, 5, 6)

3. Complete a questionnaire on student behavior problems. (Set 3)

4. Administer to your distributive education students a questionnaire regarding your teaching effectiveness. (Set 7)

Upon receipt of three signed copies of the enclosed Certificate of Services showing your willingness of cooperation, we shall again contact your administrator informing him of your intent to cooperate in the study. Shortly thereafter, we shall begin to forward you materials for your completion. At this time we shall also ask your principal to complete a more comprehensive rating of your teaching performance.

These materials will be forwarded to you in sets and will indicate expected dates of completion. The first set will contain a school and teacher data questionnaire, self-appraisal rating forms and time allocation forms. Sets 2, 4, 5, 6 will contain material on tasks and practices performed by distributive education teachers. Set 3 will contain material on student behavior and classroom management techniques. Set 7 will be a teacher rating questionnaire which you will administer to your students.

This research, we have no doubt, will contribute to better teaching in distributive education and will aid greatly in the preparation of distributive education teachers in your state as well as throughout the United States. We look forward to your acceptance of cooperation with the research project.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:lkn
Enclosures

# APPENDIX 9

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Dear

As you may recall from our last correspondence, The Center is involved in a research study--Vocational Teaching in Diverse Cultural Settings. Identification of the teachers who were contacted for participation in the study was made by the state supervisors and teacher educators of distributive education as well as the principals of the recommended teachers.

The following teacher(s) from your state have consented to participate in the research study:

Each of these teachers has agreed to accomplish the following tasks between now and the end of the current school year.

1. Complete a school and teacher data questionnaire, self-appraisal rating forms, and a time allocation form. (Set 1)
2. Complete teaching tasks and teaching practices forms. (Sets 2, 4, 5, 6)
3. Complete a questionnaire on student behavior problems. (Set 3)
4. Administer to your distributive education students a questionnaire regarding your teaching effectiveness. (Set 7)

The Center has agreed to pay a modest honorarium of $50 to each teacher for his efforts. Further, we have also contacted each teacher's principal for a more comprehensive assessment of the teacher's affectiveness.

If you have any questions regarding the research, we shall be glad to hear from you.

This research, we have no doubt, will contribute to better teaching in distributive education and will aid greatly in the preparation of distributive education teachers for your state as well as throughout the United States.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:1kn

P.S. If additional teachers from your state become associated with the project, we shall forward to you their names.

# APPENDIX 10

## DISTRIBUTION OF TEACHERS BY STATES AND GROUP ASSOCIATION

| STATES | GROUP I | GROUP II | GROUP III | GROUP IV |
|---|---|---|---|---|
| Alabama | 2 | 0 | 1 | 1 |
| Alaska | 0 | 0 | 1 | 0 |
| Arizona | 2 | 1 | 1 | 0 |
| Arkansas | 2 | 0 | 0 | 2 |
| California | 0 | 0 | 2 | 0 |
| Colorado | 0 | 3 | 1 | 0 |
| Connecticut | 0 | 2 | 0 | 1 |
| Delaware | 0 | 0 | 1 | 1 |
| District of Columbia | 0 | 2 | 0 | 1 |
| Florida | 1 | 1 | 0 | 2 |
| Georgia | 0 | 0 | 0 | 0 |
| Guam | 0 | 0 | 0 | 0 |
| Hawaii | 0 | 0 | 0 | 0 |
| Idaho | 0 | 0 | 1 | 0 |
| Illinois | 1 | 1 | 0 | 0 |
| Indiana | 1 | 1 | 1 | 1 |
| Iowa | 0 | 1 | 1 | 0 |
| Kansas | 2 | 0 | 0 | 1 |
| Kentucky | 1 | 0 | 1 | 1 |
| Louisiana | 2 | 0 | 1 | 1 |
| Maine | 0 | 0 | 1 | 0 |
| Maryland | 0 | 0 | 2 | 0 |
| Massachusetts | 0 | 0 | 0 | 0 |
| Michigan | 1 | 2 | 0 | 2 |
| Minnesota | 1 | 1 | 0 | 1 |
| Mississippi | 1 | 1 | 1 | 0 |
| Missouri | 0 | 1 | 1 | 1 |
| Montana | 1 | 0 | 1 | 0 |
| Nebraska | 1 | 0 | 1 | 0 |
| Nevada | 0 | 0 | 0 | 0 |
| New Hampshire | 0 | 0 | 0 | 0 |
| New Jersey | 1 | 2 | 1 | 1 |
| New Mexico | 0 | 0 | 0 | 0 |
| New York | 3 | 1 | 1 | 0 |
| North Carolina | 0 | 0 | 0 | 0 |
| North Dakota | 0 | 0 | 1 | 1 |
| Ohio | 2 | 2 | 0 | 1 |
| Oklahoma | 0 | 0 | 1 | 1 |
| Oregon | 0 | 2 | 0 | 0 |
| Pennsylvania | 2 | 1 | 2 | 1 |

| STATES | GROUP I | GROUP II | GROUP III | GROUP IV |
|---|---|---|---|---|
| Puerto Rico | 0 | 0 | 0 | 0 |
| Rhode Island | 0 | 0 | 1 | 0 |
| South Carolina | 0 | 2 | 1 | 1 |
| South Dakota | 0 | 0 | 1 | 0 |
| Tennessee | 2 | 1 | 2 | 2 |
| Texas | 1 | 0 | 2 | 0 |
| Utah | 1 | 0 | 0 | 0 |
| Vermont | 2 | 0 | 0 | 0 |
| Virginia | 0 | 2 | 1 | 1 |
| Virgin Islands | 0 | 0 | 0 | 0 |
| Washington | 0 | 2 | 0 | 1 |
| West Virginia | 0 | 0 | 0 | 0 |
| Wisconsin | 0 | 1 | 0 | 0 |
| Wyoming | 0 | 0 | 0 | 0 |
| TOTAL 126 | 33 | 33 | 33 | 27 |

# APPENDIX 11

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Recently you completed a short-form rating sheet on the distributive education coordinator from your school. Several hundred other administrators throughout the United States also completed a similar form on the distributive education coordinators from their school. On the basis of the data collected from this initial teacher rating form, has been selected as a person whose experiences fit the needs of a research study being conducted by The Center.

Enclosed is a comprehensive teacher rating form which weighs very heavily in the next stage of the research which attempts to identify effective tasks and practices used by distributive education teachers who function in differing cultural settings.

As this rating form is lengthy and may take as much as an hour of your time, the modest honorarium of $10.00 is offered as a token of our appreciation for your involvement in the research.

As was the case with the shorter evaluation form, we ask that you rate this teacher with respect to his degree of competency as a teacher when compared to other teachers in your school or district. All ratings are highly confidential and will be treated in a professional manner. Data collected will be destroyed one year after completion of the research.

Also enclosed is a Certification of Services. Please sign the three copies and return them together with the completed teacher rating form. A return envelope is provided as well as an additional copy of the rating form for your personal file.

Upon receipt of the enclosed forms, a check for $10.00 will be forwarded to you.

We have recently been in contact with the distributive education coordinator from your school, who has expressed a willingness to be involved in the research project. The distributive education teacher is aware of our request to you regarding this comprehensive evaluation. Thank you for your assistance in the research.

Sincerely yours,

Edward T. Ferguson, Jr.
Research Specialist
Distributive Education and
Associate Professor
Vocational and Technical Education

ETF:ns

# VOCATIONAL EDUCATION TEACHING

# IN

# DIVERSE CULTURAL SETTINGS

## Administrator and Supervisor Rating of Distributive Education Teacher

The Center for Vocational
and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Performance Appraisal for ______________________

Teacher of Distributive Education

______________________________________ School

______________________________________ Address

Note: It should be recognized that the distributive education teacher performs many other tasks and practices that are unique to his particular profession. We have listed only those tasks and practices that are common to vocational teachers and other secondary teachers as a whole, with the hope that your rating may be more easily performed on a comparative basis.

Please indicate the number of years and months you have been this teacher's principal.

______________ yrs. ______________ months

### APPRAISAL OF TEACHER PERFORMANCE

Directions: Place a check mark on the five point scale which corresponds to your appraisal of the performance on each item of the teacher you are rating.

| Item # | ITEM | DEFINITION | SCALE<br>UNSATISFACTORY 1 | 2 | 3 | 4 | 5 HIGHLY SATISFACTORY |
|---|---|---|---|---|---|---|---|
| Sample: | Control | Establishes and obviously maintains control of his classroom; knows what his students are doing, runs classroom with good morale; uses his authority well. | ☐ | ☐ | ☐ | ☑ | ☐ |
| 1. | Knowledge | Has technical background and know-how for his position. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. | Perception | Identifies and recognizes problems without having to have them pointed out by others. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. | Analysis | Analyzes problems in a logical, methodical manner; differentiates the significant from the less significant and arrives at sound conclusions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. | Accuracy | Makes careful use of facts and details; produces reliably without being checked upon. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. | Speed | Consistent with accuracy; is quick to analyze problems and produce alternate courses of action. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. | Imagination | Produces new ideas; finds new ways of doing things; doesn't have to follow traditional ways and set routines. | ☐ | ☐ | ☐ | ☐ | ☐ |

|  |  |  | UNSATISFACTORY 1 | 2 | 3 | 4 | 5 HIGHLY SATISFACTORY |
|---|---|---|---|---|---|---|---|
| 7. | Adaptability | Is flexible and adaptable; can see other's point of view; is not overly defensive in regard to criticism; and not dogmatic. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. | Decisiveness | Is willing to make decisions for himself without undue delay or over-reliance upon others; will venture. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. | Communication-Individual | Verbally expresses himself effectively to individuals; gets ideas across to others clearly and economically. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. | Communication-Group | Verbally expresses himself effectively to and in groups; effectiveness is not reduced by self-consciousness, wordiness or self-centeredness. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. | Communication-Written | Expresses himself effectively in writing memoranda, letters, and reports. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. | Self-Control | Controls and expresses feelings appropriately; is neither a prima donna nor timid. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. | Responsibility | Is conscientious; can be relied upon automatically for strong effort; gives of himself intensively. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. | Judgment | Is judicious rather than impulsive; has a sense of timing; knows what is possible. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. | Drive | Has strong energy and stamina; applies himself without reserve. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | UNSATISFACTORY 1 | 2 | 3 | 4 | 5 HIGHLY SATISFACTORY |
|---|---|---|---|---|---|---|---|
| 16. | Outgoingness | Has an interest in students and shows it; initiates relationships with others; is obviously at ease with people. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. | Sensitivity | Is sensitive to the needs of others; tempers aggressiveness with tact; is diplomatic. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. | Compatibility | Gets along well with others; is accepted by others as one of the faculty; is cooperative rather than a loner. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. | Understanding | Appraises students well; understands them as individuals; makes valid judgments about them. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. | Planning | Plans ahead; avoids crises by forethought; looks beyond today for the needs of tomorrow; sets goals and targets. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. | Productivity | Meets targets; gets results; gets things done. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. | Tempo | Gets things done quickly; doesn't procrastinate or delay; meets deadlines. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. | Organization | Organizes efforts systematically; is thorough in work; handles crises and unaccustomed pressures well; doesn't need to be followed up. | ☐ | ☐ | ☐ | ☐ | ☐ |

|  |  |  | UNSATISFACTORY 1 | 2 | 3 | 4 | 5 HIGHLY SATISFACTORY |
|---|---|---|---|---|---|---|---|
| 24. | Delegation | Delegates readily to others; doesn't try to do too much himself; gets things done through others. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 25. | Direction | Gives direction well to students; leads the way; decides on courses of action and motivates students to follow them. | ☐ | ☐ | ☐ | ☐ | ☐ |

## TEACHER CHARACTERISTICS

Directions: Statements referring to teacher characteristics are listed below. On the scale to the right of the statement check (✓) the appropriate degree which best identifies your assessment of the characteristics of the teacher on whom you are reporting.

| | | Exceedingly High Degree 5 | High Degree 4 | Average Degree 3 | Low Degree 2 | Exceedingly Low Degree 1 |
|---|---|---|---|---|---|---|
| Sample: | Clearly defines limits for his students. | ☐ | ☑ | ☐ | ☐ | ☐ |
| | **STATEMENTS** | | | | | |
| 26. | Willing to be flexible, direct or indirect as the situation demands. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. | Possesses a high degree of self-confidence. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. | Encourages active contact with a variety of people. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 29. | Has a favorable opinion of students. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. | Possesses a favorable opinion of democratic classroom behavior. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 31. | Has a favorable opinion of administrators and colleagues. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. | Demonstrates willingness to accept responsibility and exercise authority. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 33. | Respects students as individuals. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 34. | Understands students' "life style". | ☐ | ☐ | ☐ | ☐ | ☐ |
| 35. | Possesses ability to perceive the world from the student's point of view. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 36. | Encourages acts of student self-expression in the classroom. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | Exceedingly High Degree 5 | High Degree 4 | Average Degree 3 | Low Degree 2 | Exceedingly Low Degree 1 |
|---|---|---|---|---|---|---|
| 37. | Encourages students to make oral expressions of frustrations and insights. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 38. | Encourages student to speak out about his life and experiences. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 39. | Helps individuals with personal problems. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 40. | Is alert to individual student appearance and actions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 41. | Uses every opportunity to enrich student knowledge. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 42. | Plans routines and teaching strategies carefully. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 43. | Willing to experiment and try new things. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 44. | Possesses skill in asking questions (as opposed to seeing self as a kind of answering service). | ☐ | ☐ | ☐ | ☐ | ☐ |
| 45. | Encourages students to ask questions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 46. | Provides concrete experiences and examples. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 47. | Uses conversational manner of teaching--informal, easy style. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 48. | Shows reflection of appreciative attitude (evidenced by nods, comments, smiles, etc.). | ☐ | ☐ | ☐ | ☐ | ☐ |
| 49. | Provides opportunities for students to speak to teacher and each other. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 50. | Provides a variety of experiences and learning activities within a given class period. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | Exceedingly High Degree 5 | High Degree 4 | Average Degree 3 | Low Degree 2 | Exceedingly Low Degree 1 |
|---|---|---|---|---|---|---|
| 51. | Provides students with a variety of books, materials, and other reading matter. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 52. | Possesses extensive knowledge of content of subject taught. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 53. | Provides an opportunity for students to help decide rules and regulations of the classroom. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 54. | Creates a tension-free classroom atmosphere. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 55. | Provides an opportunity for students to move freely about the classroom. | ☐ | ☐ | ☐ | ☐ | ☐ |

# TEACHER PRACTICES

Statements descriptive of teaching practices are grouped below in blocks of four. To the right of each statement is a row of squares numbered from 0 to 9. You are asked to mark an X in one of these squares to show how well each of the statements "fits" the teacher on whom you are reporting. An X in square #0 means that the statement is a very poor description of the teacher's actions. An X in #9 means that the statement applies very well. The squares between represent intermediate degrees of fit.

Read all four statements in each block before marking any item in that block. Select from the four the one which is most descriptive of this teacher's reaction to the practice. Mark it along the 0 to 9 scale in the square which you believe most appropriate. Then select the next most descriptive statement. Mark it along the 0 to 9 scale--except that it must be one or more degrees lower than your other statement. Continue, marking the third and fourth statements in the block, each lower than the preceding one.

Remember, do NOT allow any of your judgments to be equal or "tied" within a given block of four. Please do not skip any statements.

*DO NOT MAKE JUDGMENTS AS TO THE RELATIVE IMPORTANCE OR RELEVANCE OF THE PRACTICES. JUDGE ONLY HOW WELL THEY FIT THE TEACHER ON WHOM YOU ARE REPORTING.

| | | TEACHING PRACTICES* | Fits Poorly 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Fits Well 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Example: | | | | | | | | | | |
| | A | Teacher lets student "get by" with opinionated or stereotyped answer. | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher asks student to support answer or opinion. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ |
| | C | Teacher accepts and uses inaccurate information. | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher helps student discover and correct factual error and inaccuracies. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| 56. | A | Teacher makes self center of attention. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher makes student center of attention. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher makes some thing itself center of student's attention. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher makes doing something center of student's attention. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 57. | A | Teacher has student spend time waiting, watching, listening. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher has student participate actively. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher remains aloof or detached from student's activities. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher joins or participates in student's activities. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | Fits Poorly | | | | | | | | | Fits Well |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 58. | A | Teacher organizes learning around questions posed by teacher. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher organizes learning around student's own problem or question. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher prevents situation which causes student doubt or perplexity. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher involves student in uncertain or incomplete situation. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 59. | A | Teacher steers student away from "hard" question or problem. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher leads student to question or problem which "stumps" him. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher asks question that student can answer only if he studies the lesson. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher asks question that is not readily answerable by study of lesson. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 60. | A | Teacher accepts only one answer as being correct. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher asks student to suggest additional or alternative answers. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher expects student to come up with answer close to what teacher has in mind. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher asks student to judge comparative value of answers or suggestions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 61. | A | Teacher expects student to "know" rather than to guess answer to question. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher encourages student to guess or hypothesize about the unknown or untested. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher accepts only answers or suggestions closely related to topic. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher entertains even "wild" or far-fetched suggestions of student. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 62. | A | Teacher collects and analyzes subject matter for student. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher has student make his own collection and analysis of subject matter. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher provides student with detailed facts and information. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher has student find detailed facts and information on his own. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 63. | A | Teacher relies heavily on textbook as source of information. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher makes a wide range of informative material available. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher permits formation of misconceptions and overgeneralizations. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher questions misconceptions, faulty logic, unwarranted conclusions. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Fits Poorly — Fits Well

| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 64. | A | Teacher passes judgment on student's behavior or work. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher withholds judgment on student's behavior or work. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher immediately reinforces student's answer as "right" or "wrong". | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher has student decide when question has been answered satisfactorily. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 65. | A | Teacher stops student from going ahead with plan which teacher knows will fail. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher encourages student to put his ideas to a test. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher asks student to evaluate his own work. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher asks another student to give answer if one student fails to answer quickly. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 66. | A | Teacher has all students working at same task at same time. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher has different students working at different tasks. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher holds all students responsible for certain material to be learned. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher has students work independently on what concerns student. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 67. | A | Teacher motivates student with privileges, prizes, grades. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher motivates student with intrinsic value of ideas or activity. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher evaluates work of all students by a set standard. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher evaluates work of different students by different standards. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 68. | A | Teacher approaches subject matter in direct, business-like way. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher approaches subject matter in indirect, informal way. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher imposes external disciplinary control on student. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher encourages self-discipline on part of student. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 69. | A | Teacher discourages or prevents student from expressing self freely. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | B | Teacher encourages student to express self freely. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | C | Teacher provides answer to student who seems confused or puzzled. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| | D | Teacher gives student time to sit and think, mull things over. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## SUPERVISORY RATING OF TEACHER PERFORMANCE

Directions: Statements descriptive of teaching tasks are listed below. Check (✓) the appropriate lines on the two rating scales which best appraise the teacher's performance of the tasks and your degree of confidence in making the appraisal regarding the teacher on whom you are reporting. Feel free to use the space provided to the right for comments and notes you may wish to add.

TEACHER EFFECTIVENESS as compared to other teachers in the school or district who perform similar tasks. If no DEGREE OF RATER CONFIDENCE exists, do not rate TEACHER EFFECTIVENESS.

| | Teaching Task | Degree of Teacher Effectiveness | | | | | Degree of Rater Confidence | | | | | Comments and Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Extremely | Highly | Somewhat | Slightly | Ineffective | Extremely High | High | Somewhat | Low | None | |
| | Instructional Teaching Tasks | | | | | | | | | | | |
| 70. | Judging students objectively--not on past record. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 71. | Selecting appropriate classroom activities for more able students. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 72. | Summarizing the main points of a lesson. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 73. | Determining class understanding of each point within a lesson. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 74. | Grouping students in recognition of individual differences. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 75. | Conducting lessons on the level of class ability. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 76. | Selecting and developing instructional content for a lesson. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |

| | Teaching Task | Degree of Teacher Effectiveness | | | | | Degree of Rater Confidence | | | | | Comments and Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Extremely | Highly | Somewhat | Slightly | Ineffective | Extremely High | High | Somewhat | Low | None | |
| | Instructional Teaching Tasks | | | | | | | | | | | |
| 77. | Establishing and maintaining an atmosphere conducive to teacher-pupil planning. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 78. | Preparing lesson plans. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 79. | Setting reasonable academic standards for students. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 80. | Introducing a lesson. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 81. | Directing a group discussion. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 82. | Obtaining closure of a lesson. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 83. | Devising oral questions. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 84. | Developing problem-solving activities. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 85. | Promoting a definite rapport between teacher and class. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 86. | Maintaining a high state of teacher motivation and enthusiasm. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 87. | Selecting appropriate teaching techniques and methods for accomplishing a task. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |

|  | Teaching Task | Degree of Teacher Effectiveness |  |  |  |  | Degree of Rater Confidence |  |  |  |  | Comments and Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Extremely | Highly | Somewhat | Slightly | Ineffective | Extremely High | High | Somewhat | Low | None |  |
|  | Instructional Teaching Tasks |  |  |  |  |  |  |  |  |  |  |  |
| 88. | Providing creative learning experiences for students. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 89. | Relating learning to student experience and past learning. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 90. | Giving instructions clearly. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 91. | Recognizing interpreting and utilizing student actions and behaviors (cues). | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 92. | Holding each student accountable for his actions and behaviors. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 93. | Aiming for full class participation. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 94. | Showing awareness of undercurrents of behavior existing in the classroom. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 95. | Establishing acceptable standards of behavior. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 96. | Making disciplinary action taken fit the student act or behavior. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 97. | Adopting questions to individual student ability. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |

|  | Teaching Task | Degree of Teacher Effectiveness |  |  |  |  | Degree of Rater Confidence |  |  |  |  | Comments and Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Extremely | Highly | Somewhat | Slightly | Ineffective | Extremely High | High | Somewhat | Low | None |  |
|  | Non-instructional Tasks |  |  |  |  |  |  |  |  |  |  |  |
| 98. | Making periodic program reports to high school principal or other supervisor. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 99. | Preparing reports required by State Department of Education. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 100. | Planning a budget for equipment and supplies, current and projected. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 101. | Recording and filing student data (progress, performance, grades, etc.). | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 102. | Selecting for classroom use reference books, texts, and other instructional materials. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 103. | Conducting follow-up studies of former high school distributive education students at regular intervals. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 104. | Selecting for the general library textbooks, reference books, and other materials pertaining to marketing and distribution. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 105. | Recording and filing attendance reports on students. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |

|  | Teaching Task | Degree of Teacher Effectiveness |  |  |  |  | Degree of Rater Confidence |  |  |  |  | Comments and Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | Extremely | Highly | Somewhat | Slightly | Ineffective | Extremely High | High | Somewhat | Low | None |  |
|  | Non-instructional Tasks |  |  |  |  |  |  |  |  |  |  |  |
| 106. | Developing instructional materials (information sheets, transparencies). | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 107. | Controlling when possible the physical aspects of the classroom, i.e. light, ventilation, heat, etc. for maximum comfort. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 108. | Conferring with students' parents relative to their progress in the training program. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 109. | Working with special teachers to help students with individual problems (remedial reading, English, school social worker). | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 110. | Providing assistance to students to develop initiative. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 111. | Discussing occupational opportunities with graduates and former students. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |
| 112. | Assisting students with problems connected with furthering their training and education beyond high school. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ |  |

| | Teaching Task | Degree of Teacher Effectiveness | | | | | Degree of Rater Confidence | | | | | Comments and Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Extremely | Highly | Somewhat | Slightly | Ineffective | Extremely High | High | Somewhat | Low | None | |
| | Non-instructional Tasks | | | | | | | | | | | |
| 113. | Orienting and assisting beginning teachers in his high school. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 114. | Actively participating as a member or officer of a professional organization or teachers union. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 115. | Informing community of new developments and trends in vocational education (newspaper, newsletter, etc.). | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 116. | Participating in and/or planning local in-service educational programs. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 117. | Developing good professional working relationships with teachers and the administrators. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 118. | Developing good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse, etc.). | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |
| 119. | Participating in non-instructional school duties--cafeteria, bus, ticket collecting, chaperoning, P.T.A., etc. | _ | _ | _ | _ | _ | _ | _ | _ | _ | _ | |

# APPENDIX 12

## Classification of Tasks

| Instructional Tasks | Total No. of Tasks | Set | Item Numbers |
|---|---|---|---|
| Relating to Planning | 44 | 2 | 1-44 |
| Relating to Presentation | 59 | 2 | 45-103 |
| Relating to Evaluating | 31 | 2 | 104-134 |
| Classroom Management and Student Control Tasks | | | |
| Relating to in-school problems | 26 | 2 | 135-160 |
| Relating to training station problems | 17 | 4 | 1-17 |
| Distributive Education Program Tasks | | | |
| Relating to selection and placement of students | 15 | 4 | 18-32 |
| Relating to selection and coordination of training stations | 29 | 4 | 33-48; 50-62 |
| Relating to program evaluation | 17 | 4 | 63-78; 49 |
| Youth Club (DECA) Tasks | | | |
| Relating to the in-school instructional program | 14 | 4 | 79-92 |
| Relating to district, state, and national programs | 5 | 4 | 93-97 |
| Adult Education Tasks | | | |
| Relating to promotional and administrative matters | 4 | 5 | 1-4 |
| Relating to instructional matters | 5 | 5 | 5-9 |
| Clerical and Operational Tasks | | | |
| Relating to curriculum, classroom facilities, and instructional resources | 17 | 5 | 10-26 |
| Relating to school records, reports, and budgeting | 30 | 5 | 27-56 |

|  | Total No. of Tasks | Set | Item Numbers |
|---|---|---|---|
| Relating to classroom A-V materials, and aids preparation | 13 | 5 | 57-69 |
| Student Counseling and Personal Guidance Tasks |  |  |  |
| Relating to general counseling | 12 | 6 | 1-12 |
| Relating to occupational guidance | 11 | 6 | 13-23 |
| Relating to student personal guidance | 17 | 6 | 24-40 |
| Professional Teacher Tasks |  |  |  |
| Relating to local, state, and national professional organization | 10 | 6 | 41-50 |
| Relating to noninstructional school responsibilities | 10 | 6 | 51-60 |
| Relating to professional upgrading and general contribution to the profession | 10 | 6 | 61-70 |

# APPENDIX 13

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

To All Distributive Education Teachers Involved With Center Project: Vocational Teaching in Diverse Cultural Settings

From Edward T. Ferguson, Jr., Project Director

Re Instruction For Student Questionnaire

Please administer this questionnaire to your distributive education students within the next two weeks and return in the postage paid packet.

The questionnaire should not take more than one class period to complete.

Directions for the questionnaire are at the top of the sheet. Students may use any soft black lead pencil. I have enclosed two dozen for your convenience. You need not return the pencils.

Your code number is ________________. Please have your students mark it in the code number box which appears on the top right corner of the questionnaire. Please have your students both write the numbers on the vertical ladder and mark the proper number in the spaces marked 0-9. Example for number 58401:

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Code Number | 5 | (0) | (1) | (2) | (3) | (4) | ● | (6) | (7) | (8) | (9) |
| | 8 | (0) | (1) | (2) | (3) | (4) | (5) | (6) | (7) | ● | (9) |
| | 4 | (0) | (1) | (2) | (3) | ● | (5) | (6) | (7) | (8) | (9) |
| | 0 | ● | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | 1 | (0) | ● | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| | | | | | | | | | | | |

Please make every effort not to wrinkle, tear or fold the questionnaire as it will be machine scored.

All results to the questionnaire are confidential, your name or your students' name should not appear on the questionnaire.

If you would like the results of the questionnaire, we will send you a print out within the next few months.

If you need more questionnaires, please call me and we will send them at once.

## THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY
1900 Kenny Road Columbus, Ohio

CODE NUMBER

**DIRECTIONS**

The following are some statements that may (or may not) fit your teacher. Please mark the box to the left which best shows how you feel the statement fits your teacher.

For proper coding method see example (0) below.

ALWAYS | MOST OF THE TIME | SOME TIMES | NEVER

0. ▮ (EXAMPLE) My teacher responds warmly to students' ideas.
1. My teacher explains things so that most students in the class understand.
2. My teacher understands students' ideas.
3. My teacher is able to understand the way students speak.
4. My teacher is somewhat cold towards students.
5. My teacher is able to keep up with the student's ideas.
6. My teacher gets up-tight by student's smart remarks and actions.
7. My teacher gives and takes in the classroom.
8. My teacher talks down to students.
9. My teacher really tries to explain ideas clearly to students.
10. My teacher is friendly to students.
11. My teacher treats each student in the class the same.
12. My teacher is mean to students.
13. My teacher has a great liking for students.
14. My teacher takes students' ideas.
15. My teacher is understanding about students' problems.
16. My teacher tries to sell himself to the class.
17. My teacher greatly encourages and works hard with students.
18. My teacher has his own style which shows his true personality.
19. My teacher shows confidence and pride in his work.
20. My teacher misses the ideas students try to get across.
21. My teacher sees himself as a teacher of young people instead of a particular subject.
22. My teacher shows a drive or force which is felt by his students.
23. My teacher, when explaining something, has the facts at his fingertips.
24. My teacher does things that make the students angry.
25. My teacher solves problems or issues right on the spot.
26. My teacher maintains open and direct contact with all members of the class.
27. My teacher talks to young people on informal occasions such as after-school activities.
28. My teacher looks down upon students.
29. My teacher works along with students in class activities.
30. My teacher acts calm and organized when he is teaching.
31. My teacher reaches students with his words.
32. My teacher makes fun of students' ideas.
33. My teacher takes each step one at a time, leaving no gaps in the class's understanding.
34. My teacher informally talks with students before and after class.
35. My teacher gives short, direct, and complete explanations.
36. My teacher makes students tense and on edge.
37. My teacher faces problems of discipline quickly and directly.
38. My teacher assigns homework which helps me better understand what was taught in class.
39. My teacher ignores the suggestions of students.
40. My teacher tries to draw all students into class discussions and activities.
41. My teacher gives students time to think at their own pace.
42. My teacher's comments tend to disrupt a student's train of thought.
43. My teacher regards students as individuals and accepts their differences.
44. My teacher, when he wants, gets the students' attention.
45. My teacher seems to feel tense and on edge.
46. My teacher spends time in class teaching students how to live and learn together.
47. My teacher makes quick, accurate, and meaningful decisions in front of the class.
48. My teacher ignores ideas that come from students.
49. My teacher shows understanding and sincerity in the tone of his voice.
50. My teacher acts in a very superior manner toward students.

NATIONAL SCANNING, INC.
COLUMBUS, OHIO NS 323

# APPENDIX 14

## FACTOR ANALYSIS

## DI-POLAR FACTORS OF DIFFERENCE BETWEEN SCHOOL SETTINGS

### FACTOR I

| Item No. | Set | Task or Attitude | Dimension | Direction | | Factor Loadings |
|---|---|---|---|---|---|---|
| | | | | Outer-city Suburban | Inner-city | |
| 19 | 5 | Provide adequate references for each occupational cluster represented in the DE program | Importance | X | | .59 |
| 154 | 2 | Prevent one student from causing another physical harm | Importance | X | | .51 |
| 159 | 2 | Handle outside arguments which are brought into the classroom | Importance | X | | .47 |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national audiences | Importance | X | | .41 |
| 35 | 5 | Prepare or assist in the preparation of state DECA reports | Importance | X | | .32 |
| 36 | 5 | Determine short and long range DE facility needs | Frequency | X | | .38 |
| 69 | 5 | Reproduce instructional material with spirit duplicator (DITTO) | Frequency | X | | .39 |
| 15 | 5 | Arrange for guest speakers in high school DE classrooms | Frequency | X | | .38 |
| 31 | 5 | Provide for publicity coverage of DE program and DECA activities | Effectiveness | X | | .39 |
| 50 | 5 | Determine long and short range supply needs | Effectiveness | X | | .54 |
| 16 | 5 | Control for maximum comfort, as much as possible, the physical aspects of the classroom, i.e. light, ventilation, heat | Effectiveness | X | | .59 |
| 43 | 5 | Develop, administer, and interpret forms for an on-the-job training evaluation | Importance | | X | .67 |
| 23 | 5 | Secure special instructional aids such as merchandise, cash register, etc. | Importance | | X | .56 |
| 136 | 2 | Be aware of undercurrents of behavior in the classroom | Importance | | X | .43 |
| 150 | 2 | Have each student's attention before starting the lesson | Importance | | X | .42 |
| 35 | 2 | Motivate students with intrinsic value of ideas or activities | Frequency | | X | .48 |
| 22 | 5 | Keep classroom clean and attractive | Effectiveness | | X | .54 |
| 47 | 5 | Develop and maintain student progress reports | Effectiveness | | X | .46 |
| 53 | 5 | Conduct follow-up studies of former DE students at regular intervals | Effectiveness | | X | .38 |

DI-POLAR FACTORS OF DIFFERENCE BETWEEN SCHOOL SETTINGS

FACTOR II

| Item No. | Set | Task or Attitude | Dimension | Direction | | Factor Loadings |
|---|---|---|---|---|---|---|
| | | | | Outer-city Suburban | Inner-city | |
| 10 | Adm | Verbally expresses self effectively to and in groups; effectiveness is not reduced by self-consciousness, wordiness or self-centeredness | | X | | .59 |
| 33 | Adm | Respects students as individuals | | X | | .70 |
| 47 | Adm | Uses conversational manner of teaching-informal easy style | | X | | .73 |
| 53 | Adm | Provides an opportunity for students to help decide rules and regulations of the class-room | | X | | .69 |
| 80 | Adm | Introducing a lesson | Effectiveness | X | | .72 |
| 87 | Adm | Selecting appropriate teaching techniques and methods for accomplishing a task | | X | | .71 |
| 96 | Adm | Making disciplinary action taken fit the student act or behavior | | X | | .74 |
| 115 | Adm | Informing community of new developments and trends in vocational education (newspaper, newsletter, etc.) | Effectiveness | X | | .46 |
| 61 | 1 | Me at school: supported ← unsupported | | X | | .43 |
| 112 | 1 | My teaching conditions: repulsive → attractive | | X | | .34 |
| 113 | 1 | My teaching conditions: dark → bright | | X | | .32 |
| 81 | 2 | Encourage students to guess or hypothesize about the unknown or untested | Frequency | X | | .30 |
| 63 | Adm | Teacher permits formation of misconceptions and over-generalizations | | | X | .41 |
| 66 | Adm | Teacher has students work independently on what concerns student | | | X | .32 |
| 12 | 4 | Handle the student who goes to work but cuts school the same day | Frequency | | X | .31 |
| 81 | 1 | My principal is: strong ← weak | | | X | .30 |

DI-POLAR FACTORS OF DIFFERENCE BETWEEN SCHOOL SETTINGS

FACTOR III

| Item No. | Set | Task or Attitude | Dimension | Direction | | Factor Loadings |
|---|---|---|---|---|---|---|
| | | | | Outer-city Suburban | Inner-city | |
| 4A | 1 | Percentage of parents living in preferred residential areas | 3 | X | | .52 |
| 4A | 1 | Percentage of parents living in select residential areas | 1 | X | | .43 |
| 4A | 1 | Percentage of parents living in better suburban areas | 2 | X | | .68 |
| 4B | 1 | Percentage of parents who attended college for two or more years | 3 | X | | .46 |
| 4B | 1 | Percentage of parents graduated from 4-year college | 2 | X | | .72 |
| 4C | 1 | Percentage of old or assimilated American well-established community names | 1 | X | | .45 |
| 38 | 4 | Cooperate with school administration in budget planning for the DE program | Importance | X | | .41 |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national audiences | Effectiveness | X | | .37 |
| 54 | 6 | Attend local and state professional meetings | Effectiveness | X | | .38 |
| 55 | 6 | Serve as member and/or chairman of a committee in professional organization | Effectiveness | X | | .42 |
| 4A | 1 | Percentage of parents living in area beginning to deteriorate | 5 | | X | .41 |
| 4A | 1 | Percentage of parents living in deteriorated area | 6 | | X | .53 |
| 4A | 1 | Percentage of parents living in slum area | 7 | | X | .51 |
| 4C | 1 | Percentage of negro families in district | 9 | | X | .57 |
| 4B | 1 | Percentage of parents who attended high school but did not graduate | 5 | | X | .48 |
| 4B | 1 | Percentage of parents who completed 3-8 years of grade school | 6 | | X | .36 |
| 111 | 1 | My teaching conditions: noisy ← quiet | | | X | .45 |
| 112 | 1 | My teaching conditions: repulsive ← attractive | | | X | .41 |
| 34 | 6 | Help students demonstrate alertness | Frequency | | X | .31 |
| 51 | 5 | Establish and submit a travel budget | Frequency | | X | .31 |
| 22 | 5 | Keep classroom clean and attractive | Effectiveness | | X | .32 |

DI-POLAR FACTORS OF DIFFERENCE BETWEEN SCHOOL SETTINGS

FACTOR IV

| Item No. | Set | Task or Attitude | Dimension | Direction | | Factor Loadings |
|---|---|---|---|---|---|---|
| | | | | Outer-city Suburban | Inner-city | |
| 69 | 6 | Serve as a homeroom teacher | Importance | X | | .35 |
| 55 | 6 | Serve as member and/or chairman of a committee in professional organizations | Frequency | X | | .53 |
| 56 | 6 | Support efforts of professional organizations related to DE | Frequency | X | | .54 |
| 58 | 6 | Actively participate as a member or officer of a professional organization or teachers' union | Frequency | X | | .51 |
| 42 | 4 | Cooperate with community organizations in projects related to distribution and marketing | Frequency | X | | .46 |
| 43 | 4 | Serve as a resource person to community agencies and organizations | Frequency | X | | .47 |
| 47 | 4 | Explain the DE program to civic clubs and other group meetings | Frequency | X | | .36 |
| 15 | 5 | Arrange for guest speakers in high school DE classes | Frequency | X | | .30 |
| 52 | 5 | Plan budgets for resource materials | Frequency | X | | .39 |
| 56 | 5 | Plan a budget for equipment and supplies: current and projected | Frequency | X | | .36 |
| 36 | 5 | Determine long and short range DE facility needs | Frequency | X | | .32 |
| 69 | 5 | Reproduce instructional material with a spirit duplicator (DITTO) | Frequency | X | | .51 |
| 66 | 4 | Maintain a regular schedule of activities for the advisory committee | Effectiveness | X | | .45 |
| 55 | 6 | Serve as member and/or chairman of a committee in professional organization | Effectiveness | X | | .30 |
| 7 | 6 | Refer students to qualified personnel agencies for occupational and educational information | Frequency | | | .51 |
| 34 | 6 | Help students demonstrate alertness | Frequency | | | .37 |
| 34 | 4 | Maintain a current file on jobs and employers | Frequency | | X | .43 |

## DI-POLAR FACTORS OF DIFFERENCE BETWEEN SCHOOL SETTINGS

### FACTOR V

| Item No. | Set | Task or Attitude | Dimension | Direction | | Factor Loadings |
|---|---|---|---|---|---|---|
| | | | | Outer-city Suburban | Inner-city | |
| 100 | 2 | Allow for student participation in instruction | Importance | X | | .41 |
| 60 | 4 | Supervise on-the-job instruction of trainees during summer months | Importance | X | | .41 |
| 95 | 4 | Serve on area or state DECA advisory committees | Importance | X | | .52 |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national audiences | Importance | X | | .37 |
| 43 | 4 | Serve as resource person to community agencies and organizations | Frequency | X | | .31 |
| 47 | 4 | Explain the DE program to civic clubs and other group meetings | Frequency | X | | .35 |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national audiences | Frequency | X | | .30 |
| 89 | 4 | Coordinate DECA activities with instruction in the DE classrooms | Effectiveness | X | | .52 |
| 85 | 4 | Assist in the development of the constitution and bylaws for state or local DECA chapters | Effectiveness | X | | .33 |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national audiences | Effectiveness | X | | .38 |
| 64 | 4 | Involve cooperating agency in evaluation of student performance | Effectiveness | X | | .34 |
| 16 | 5 | Control for maximum comfort as much as possible the physical aspects of the classroom, i.e. light, ventilation, heat | Effectiveness | X | | .52 |
| 67 | 4 | Secure advisory committee recommendations for training stations | Importance | | X | .52 |
| 66 | 4 | Maintain a regular schedule of activities for the advisory committee | Importance | | X | .48 |
| 18 | 6 | Provide students with resource materials on occupational opportunities | Importance | | X | .37 |
| 35 | 2 | Motivate students with intrinsic value of ideas or activities | Frequency | | X | .48 |
| 15 | 2 | Plan for special reports by students | Frequency | | X | .53 |
| 66 | 4 | Maintain a regular schedule of activities for advisory committee | Effectiveness | | X | .34 |
| 52 | 4 | Become familiar with management policies and the organizational structures of training sponsors | Effectiveness | | X | .35 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHERS IN INNER-CITY SCHOOLS

### FACTOR I

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 2 | Adm | Identifies and recognizes problems without having to have them pointed out by others | | + | .76 |
| 3 | Adm | Analyzes problems in a logical, methodical manner; differentiates the significant from the less significant and arrives at sound conclusions | | + | .76 |
| 12 | Adm | Controls and expresses feelings appropriately; is neither a prima donna nor timid | | + | .76 |
| 16 | Adm | Has an interest in students and shows it; initiates relationships with others; is obviously at ease with people | | + | .66 |
| 18 | Adm | Gets along well with others; is accepted by others as one of the faculty; is cooperative rather than a loner | | + | .83 |
| 20 | Adm | Plans ahead; avoids crises by forethought; looks beyond today for the needs of tomorrow; sets goals and targets | | + | .68 |
| 21 | Adm | Meets targets; gets results; gets things done | | + | .83 |
| 23 | Adm | Organizes efforts systematically; is thorough in work; handles crises and unaccustomed pressures well; doesn't need to be followed up | | + | .75 |
| 29 | Adm | Has a favorable opinion of students | | + | .73 |
| 33 | Adm | Respects students as individuals | | + | .73 |
| 34 | Adm | Understands students' "life style" | | + | .72 |
| 35 | Adm | Possesses ability to perceive the world from the student's point of view | | + | .76 |
| 37 | Adm | Encourages students to make oral expressions of frustrations and insights | | + | .75 |
| 38 | Adm | Encourages student to speak out about his life and experiences | | + | .80 |
| 39 | Adm | Helps individuals with personal problems | | + | .80 |
| 41 | Adm | Uses every opportunity to enrich student knowledge | | + | .79 |
| 42 | Adm | Plans routines and teaching strategies carefully | | + | .73 |
| 43 | Adm | Willing to experiment and try new things | | + | .71 |
| 44 | Adm | Possesses skill in asking questions (as opposed to seeing self as a kind of answering service) | | + | .72 |
| 45 | Adm | Encourages students to ask questions | | + | .85 |
| 46 | Adm | Provides concrete experiences and examples | | + | .74 |
| 50 | Adm | Provides a variety of experiences and learning activities within a given class | | + | .81 |
| 54 | Adm | Creates a tension-free classroom atmosphere | | + | .89 |
| 52 | Adm | Possesses extensive knowledge of content of subject taught | | + | .65 |
| 56 | Adm | Teacher makes doing something center of student's attention | | + | .58 |
| 57 | Adm | Teacher has student participate actively | | + | .72 |
| 68 | Adm | Teacher encourages self-discipline on part of student | | + | .75 |
| 69 | Adm | Teacher encourages student to express self freely | | + | .77 |
| 73 | Adm | Determining class understanding of each point within a lesson | | + | .74 |
| 77 | Adm | Establishing and maintaining an atmosphere conducive to teacher-pupil planning | | + | .73 |
| 80 | Adm | Introducing a lesson | | + | .62 |
| 82 | Adm | Obtaining closure of a lesson | | + | .71 |
| 85 | Adm | Promoting a definite rapport between teacher and class | | + | .82 |
| 88 | Adm | Providing creative learning experiences for students | | + | .79 |
| 89 | Adm | Relating learning to student experience and past learning | | + | .56 |
| 90 | Adm | Giving instructions clearly | | + | .65 |
| 93 | Adm | Aiming for full class participation | | + | .63 |
| 94 | Adm | Showing awareness of undercurrents of behavior existing in the classroom | | + | .84 |
| 96 | Adm | Making disciplinary action taken fit the student act or behavior | | + | .84 |
| 108 | Adm | Conferring with students' parents relative to their progress in the training program | | + | .68 |
| 110 | Adm | Providing assistance to students to develop initiative | | + | .74 |
| 112 | Adm | Assisting students with problems connected with furthering their training and education beyond high school | | + | .76 |
| 40 | 1 | Me at school: strong ← weak | | + | .30 |
| 56 | 1 | Me at school: satisfied ← dissatisfied | | + | .33 |
| 87 | 1 | My principal is: organized ← disorganized | | + | .31 |
| 92 | 1 | My principal is: unsuccessful → successful | | + | .33 |
| 132 | 2 | Have pupil decide when a question has been answered satisfactorily | Importance | + | .44 |
| 89 | 2 | Communicate effectively with students | Frequency | + | .37 |
| 152 | 2 | Cope with unpleasant remarks made by students | Frequency | - | .31 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHERS IN INNER-CITY SCHOOLS

### FACTOR II

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 80 | 2 | Join or participate in pupils' activities | Importance | + | .52 |
| 96 | 2 | Show interest in and understand students' personal problems | Importance | + | .60 |
| 144 | 2 | Determine the cause of a student's behavior | Importance | + | .56 |
| 154 | 2 | Prevent one student from causing another physical harm | Importance | + | .80 |
| 155 | 2 | Control outbursts of fighting, aggressiveness, or over-competitiveness | Importance | + | .76 |
| 120 | 2 | Formulate completion test items | Importance | - | .32 |
| 8 | 2 | Use DECA contests as classroom learning activities | Importance | - | .37 |
| 33 | 5 | Develop a system for recording and filing all information relevant to planning future courses | Importance | - | .42 |
| 42 | 5 | Prepare and file local program financial records | Importance | - | .39 |
| 51 | 5 | Establish and submit travel budget | Importance | - | .30 |
| 36 | 5 | Determine long and short range distributive education facility needs | Frequency | + | .48 |
| 148 | 2 | Encourage pupils to express themselves freely | Frequency | + | .48 |
| 152 | 2 | Cope with unpleasant remarks made by students | Frequency | - | .35 |
| 22 | 5 | Keep classroom attractive and clean | Frequency | - | .44 |
| 153 | 2 | Handle discipline problems of disturbances caused by students not in your class | Frequency | - | .57 |
| 108 | 2 | Evaluate various participating experiences which focus on activities in distributive occupations and decision-making situations | Frequency | - | .31 |
| 54 | 5 | Make periodic reports to high school principal or other supervisor | Frequency | - | .39 |
| 77 | 2 | Ask questions that are not readily answerable by study of the lesson | Effectiveness | + | .33 |
| 91 | 2 | Make sure students can hear and clearly see a teacher demonstration | Effectiveness | + | .48 |
| 92 | 2 | Conduct lessons on the level of students' ability | Effectiveness | + | .44 |
| 128 | 2 | Withhold judgment on students' behavior or work | Effectiveness | + | .42 |
| 13 | 6 | Confer with students' parents relative to their progress in the training program | Effectiveness | + | .39 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHERS IN

## INNER-CITY SCHOOLS

## FACTOR III

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 56 | 1 | Me at school: satisfied ← dissatisfied | | + | .59 |
| 61 | 1 | Me at school: supported ← unsupported | | + | .56 |
| 63 | 1 | Me at school: encouraged ← discouraged | | + | .52 |
| 58 | 1 | Me at school: comfortable ← uncomfortable | | + | .40 |
| 65 | 1 | My teaching position: good ← bad | | + | .63 |
| 72 | 1 | My teaching position: valuable ← worthless | | + | .62 |
| 80 | 1 | My principal is: fair ← unfair | | + | .75 |
| 82 | 1 | My principal is: effective ← ineffective | | + | .75 |
| 84 | 1 | My principal is: reasonable ← unreasonable | | + | .74 |
| 87 | 1 | My principal is: organized ← unorganized | | + | .42 |
| 92 | 1 | My principal is: unsuccessful → successful | | + | .44 |
| 9 | 2 | Relate course objectives in terms of desired behavior | Importance | + | .38 |
| 59 | 2 | Devise an illustrated talk | Effectiveness | - | .30 |
| 94 | 2 | Promote student participation in class activities | Effectiveness | + | .45 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHERS IN

## INNER-CITY SCHOOLS

## FACTOR IV

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 101 | 2 | Reinforce desired student behavior | Importance | + | .42 |
| 59 | 4 | Develop a systematic training plan with cooperating employer | Importance | + | .36 |
| 91 | 4 | Conduct leadership development seminars for DECA members | Importance | - | .32 |
| 33 | 5 | Develop a system for recording and filing all information relevant to planning future courses | Importance | - | .32 |
| 51 | 5 | Establish and submit a travel budget | Importance | - | .48 |
| 124 | 2 | Devise and direct student self-evaluations | Frequency | + | .50 |
| 36 | 4 | Prepare and present radio and television programs promoting distributive education | Frequency | - | .59 |
| 103 | 2 | Promote a definite rapport between teacher and class | Frequency | + | .40 |
| 54 | 5 | Make periodic program reports to high school principal or other supervisor | Frequency | - | .36 |
| 64 | 2 | Direct programmed instruction - (teaching machine or programmed text materials) | Frequency | - | .44 |
| 6 | 2 | Provide creative learning experiences for students | Effectiveness | + | .40 |
| 27 | 2 | Stress student strengths | Effectiveness | + | .32 |
| 32 | 5 | Make community occupational surveys | Effectiveness | - | .60 |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national audiences | Effectiveness | - | .63 |
| 56 | 5 | Plan a budget for equipment and supplies: current and projected | Effectiveness | - | .57 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHERS IN INNER-CITY SCHOOLS

### FACTOR V

| Item No. | Set Adm | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 20 | | Plans ahead--avoids crises by forethought; looks beyond today for the needs of tomorrow; sets goals and targets | | | .31 |
| 7 | 2 | Plan effective individual and group projects | Frequency | + | .63 |
| 27 | 2 | Stress student strengths | Frequency | + | .69 |
| 97 | 2 | Instill a competitive spirit within the class | Frequency | + | .61 |
| 148 | 2 | Encourage students to express themselves freely | Frequency | + | .49 |
| 103 | 2 | Promote a definite rapport between teacher and class | Frequency | + | .34 |
| 115 | 2 | Establish methods for measuring on-the-job performance | Frequency | + | .41 |
| 27 | 2 | Stress student strengths | Effectiveness | + | .74 |
| 35 | 2 | Motivate students with intrinsic value of ideas or activities | Effectiveness | + | .57 |
| 94 | 2 | Promote student participation in class activities | Effectiveness | + | .51 |
| 128 | 2 | Withhold judgment on students' behavior or work | Effectiveness | + | .41 |
| 77 | 2 | Ask questions that are not readily answerable by study of the lessons | Effectiveness | + | .35 |
| 89 | 2 | Communicate effectively with students | Effectiveness | + | .30 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHING IN

## OUTER-CITY--SUBURBAN SCHOOLS

### FACTOR I

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 80 | 4 | Organize school and community support for DECA chapter | Importance | + | .67 |
| 81 | 4 | Secure approval from school administration and state for establishing a DECA chapter | Importance | + | .67 |
| 91 | 4 | Conduct leadership development seminars for DECA members | Importance | + | .60 |
| 116 | 2 | Formulate multiple choice questions | Importance | + | .36 |
| 48 | 4 | Become oriented to the range of teaching stations within the community | Importance | + | .41 |
| 21 | 5 | Provide student work areas and storage space in the classroom laboratory | Importance | + | .46 |
| 38 | 5 | Determine and collect fees for consumable supplies | Importance | + | .44 |
| 145 | 2 | Understand adolescent student behavior | Importance | + | .40 |
| 93 | 4 | Stimulate active participation in regional, state, and national DECA leadership meetings, contests, etc. | Frequency | + | .56 |
| 80 | 4 | Organize school and community support for DECA chapter | Frequency | + | .41 |
| 95 | 4 | Serve on area or state DECA advisory committees | Frequency | + | .44 |
| 95 | 2 | Assist students with solving their scholastic problems | Frequency | + | .33 |
| 50 | 6 | Keep informed on the development of DE on the state and national levels | Frequency | + | .44 |
| 59 | 5 | Use audio tape, disc recording, and radio receiver equipment | Frequency | + | .40 |
| 65 | 5 | Use a sound or video tape recorder | Frequency | + | .36 |
| 78 | Adm | Preparing lesson plans | Effectiveness | + | .37 |
| 84 | Adm | Developing problem solving activities | Effectiveness | + | .34 |
| 99 | Adm | Preparing reports required by State Department of Education | Effectiveness | + | .47 |
| 98 | Adm | Making periodic program reports to high school principal or other supervisor | Effectiveness | + | .50 |
| 34 | 4 | Maintain a current file on jobs and employers | Effectiveness | + | .50 |
| 90 | 4 | Assist in planning and organizing fund-raising activities for DECA | Effectiveness | + | .47 |
| 19 | 2 | Set reasonable academic standards for students | Effectiveness | - | .34 |
| 67 | 6 | Develop good professional working relationships with teachers and administrators | Effectiveness | + | .30 |
| 110 | 1 | My teaching conditions: dirty → clean | | | |

### FACTORS ASSOCIATED WITH SUCCESSFUL TEACHING IN

### OUTER-CITY--SUBURBAN SCHOOLS

### FACTOR II

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 105 | Adm | My teaching conditions: pleasant ← unpleasant | | + | .65 |
| 108 | Adm | My teaching conditions: comfortable ← uncomfortable | | + | .78 |
| 79 | Adm | My teaching conditions: superior ← inferior | | + | .78 |
| 112 | Adm | My teaching conditions: repulsive → attractive | | + | .73 |
| 113 | Adm | My teaching conditions: dark → bright | | + | .66 |
| 110 | Adm | My teaching conditions: dirty → clean | | + | .47 |
| 56 | 1 | Me at school: satisfied ← dissatisfied | | + | .34 |
| 65 | 1 | My teaching position: good ← bad | | + | .39 |
| 95 | 4 | Serve on area or state DECA advisory committees | Frequency | + | .36 |
| 14 | 2 | Plan a classroom lecture | Frequency | - | .58 |
| 14 | 2 | Plan a classroom lecture | Effectiveness | - | .44 |
| 43 | 2 | Aim for full class participation | Effectiveness | + | .40 |
| 33 | 4 | Develop procedures for job transfers | Effectiveness | + | .36 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHING IN

## OUTER-CITY--SUBURBAN SCHOOLS

## FACTOR III

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 9 | 2 | Relate course objectives in terms of desired student behavior | Importance | + | .46 |
| 22 | 4 | Select and assign students to the DE program | Importance | + | .33 |
| 137 | 2 | Recognize, interpret, and utilize student actions and behavior cues | Importance | - | .69 |
| 139 | 2 | Make the disciplinary action taken against the student fit the act or behavior | Importance | - | .66 |
| 147 | 2 | Encourage self-discipline on the part of the student | Importance | - | .60 |
| 89 | 2 | Communicate effectively with students | Importance | - | .39 |
| 145 | 2 | Understand adolescent student behavior | Importance | - | .37 |
| 7 | 4 | Cope with the student who has had a fight with a fellow employee while at work | Importance | - | .42 |
| 34 | 4 | Maintain a current file on jobs and employers | Effectiveness | + | .33 |
| 69 | 5 | Reproduce instructional material with a spirit duplicator (DITTO) | Effectiveness | + | .41 |
| 99 | Adm | Preparing reports required by State Department of Education | Effectiveness | + | .38 |

FACTORS ASSOCIATED WITH SUCCESSFUL TEACHING IN

OUTER-CITY--SUBURBAN SCHOOLS

FACTOR IV

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 41 | 1 | Me at school: positive ← negative | | + | .48 |
| 47 | 1 | Me at school: spirited ← lifeless | | + | .39 |
| 52 | 1 | Me at school: noticed ← unnoticed | | + | .71 |
| 56 | 1 | Me at school: satisfied ← dissatisfied | | + | .50 |
| 61 | 1 | Me at school: supported ← unsupported | | + | .51 |
| 65 | 1 | My teaching position: good ← bad | | + | .57 |
| 79 | 1 | My teaching position: superior ← inferior | | + | .60 |
| 66 | 1 | My teaching position: interesting ← boring | | + | .42 |
| 62 | 4 | Conduct visitations to employment establishments | Importance | + | .39 |
| 76 | 2 | Ask questions that students can only answer if they have studied the lesson | Effectiveness | + | .61 |
| 7 | 2 | Plan effective individual and group projects | Effectiveness | + | .40 |
| 14 | 2 | Plan a classroom lecture | Effectiveness | - | .45 |
| 27 | 2 | Stress student strengths | Effectiveness | + | .37 |
| 57 | 2 | Approach subject matter in an indirect, informal way | Effectiveness | + | .37 |
| 63 | 2 | Devise case-study problems | Effectiveness | + | .36 |
| 69 | 5 | Reproduce instructional material with a spirit duplicator (DITTO) | Effectiveness | + | .37 |

## FACTORS ASSOCIATED WITH SUCCESSFUL TEACHING IN OUTER-CITY--SUBURBAN SCHOOLS

### FACTOR V

| Item No. | Set | Task or Attitude | Dimension | Direction | Factor Loadings |
|---|---|---|---|---|---|
| 89 | 2 | Communicate effectively with students | Importance | - | .38 |
| 85 | 2 | Hold all pupils responsible for certain material to be learned | Importance | + | .72 |
| 21 | 4 | Assist student in securing employment after being accepted in the DE program | Importance | + | .60 |
| 52 | 5 | Plan budgets for resource materials (textbooks, library books, etc.) | Importance | - | .50 |
| 66 | 5 | Use a flannel board or flip chart | Importance | - | .35 |
| 85 | 2 | Hold all pupils responsible for certain material to be learned | Frequency | + | .74 |
| 149 | 2 | Discourage or prevent students from expressing themselves freely | Frequency | - | .32 |
| 154 | 2 | Prevent one student from causing another physical harm | Effectiveness | - | .49 |
| 1 | 4 | Discourage students from taking long break periods at work | Effectiveness | - | .40 |
| 40 | 4 | Assist employers in securing seasonal and part-time employees from your school | Effectiveness | + | .32 |

# APPENDIX 15

The Center
For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

September 1, 1970

Dear Distributive Education Teacher:

As you will recall, during the last school year, your students completed a questionnaire on which they rated you on fifty varied statements as a part of a research study, "Vocational Education Teaching in Diverse Cultural Settings."

Enclosed you will find copies of part of the computer output resulting from the data generated by this instrument.

The statistics on the print-out, with your code number at the top, are independent of those calculated for other teachers in the study, and refer only to responses made by your particular students. The statistics on the print-out labeled "CUMULATIVE FREQUENCY COUNT" refer to responses made by students of all teachers within your group.

The item numbers listed in the first column refer to the number of the statement on the questionnaire itself. The first number in the column of the table headed "ALWAYS" is the number of students who gave that response to the item. The number in parentheses is the percentage of students (rounded off to the nearest 1%) who gave that response. The same is true for the columns headed "MOST OF THE TIME" and so on.

For example, look at the following portions of sample print-outs:

```
        THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
TEACHER CODE NO XXXXX  THE OHIO STATE UNIVERSITY

        ITEM NO.  ALWAYS   MOST OF THE TIME   SOMETIMES   NEVER

          1       10 (35)     8 (28)             8 (28)    1 (3)
          2        0  (0)    12 (42)            14 (50)    2 (7)
          3        3 (10)    14 (50)             8 (28)    2 (7)
```

GROUP NO X - CUMULATIVE FREQUENCY COUNT

| ITEM NO. | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|
| 1 | 682 (40) | 821 (48) | 144 (8) | 10 (0) |
| 2 | 370 (21) | 915 (53) | 375 (22) | 23 (1) |
| 3 | 530 (31) | 782 (46) | 296 (17) | 36 (2) |

On item number 1, "My teacher explains things so that most students in the class understand," ten of this teacher's students said this was "always" true. This represents 35%. Eight students (28%) said it was true "most of the time," eight (28%) said "sometimes," and one (3%) maintains it is never true for his teacher. For all teachers in the group, on item number 1, 682 students (40%) responded "always," 821 (48%) "most of the time," etc.

In order to compare yourself with other teachers in your group, check the percentages for each item on your individual rating with the cumulative percentages for the entire group on that item.

Some items suggest negative qualities (i.e. item nos. 4, 6, 12, 16, 20, 24, 28, 32, 36, 39, 42, 45, 48, 50). On these it is not desirable to have high percentages in the "always" or "most of the time" categories.

Hopefully, you will find this information useful in a self-evaluation.

Thank you once again for your cooperation and participation in this part of the research.

For your reference a copy of the student questionnaire is also enclosed.

Sincerely yours,

Edward T. Ferguson, Jr.
Associate Professor
Vocational and Technical
Center of Education

EF/bab
Enclosures (2)

## SAMPLE--INDIVIDUAL TEACHER
## FREQUENCY COUNT FOR STUDENT QUESTIONNAIRES

Teacher Code No. 44102

| ITEM NO. | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|
| 1 | 19 ( 43) | 25 ( 56) | 0 ( 0) | 0 ( 0) |
| 2 | 13 ( 29) | 29 ( 65) | 2 ( 4) | 0 ( 0) |
| 3 | 19 ( 43) | 23 ( 52) | 2 ( 4) | 0 ( 0) |
| 4 | 0 ( 0) | 1 ( 2) | 12 ( 27) | 31 ( 70) |
| 5 | 14 ( 31) | 25 ( 56) | 4 ( 9) | 1 ( 2) |
| 6 | 1 ( 2) | 1 ( 2) | 26 ( 59) | 16 ( 36) |
| 7 | 15 ( 34) | 23 ( 52) | 5 ( 11) | 0 ( 0) |
| 8 | 0 ( 0) | 0 ( 0) | 11 ( 25) | 33 ( 75) |
| 9 | 30 ( 68) | 14 ( 31) | 0 ( 0) | 0 ( 0) |
| 10 | 35 ( 79) | 8 ( 18) | 1 ( 2) | 0 ( 0) |
| 11 | 8 ( 18) | 19 ( 43) | 11 ( 25) | 5 ( 11) |
| 12 | 0 ( 0) | 0 ( 0) | 3 ( 6) | 41 ( 93) |
| 13 | 29 ( 65) | 12 ( 27) | 1 ( 2) | 0 ( 0) |
| 14 | 8 ( 18) | 24 ( 54) | 11 ( 25) | 1 ( 2) |
| 15 | 15 ( 34) | 24 ( 54) | 4 ( 9) | 0 ( 0) |
| 16 | 19 ( 43) | 12 ( 27) | 7 ( 15) | 5 ( 11) |
| 17 | 20 ( 45) | 16 ( 36) | 6 ( 13) | 2 ( 4) |
| 18 | 30 ( 68) | 11 ( 25) | 1 ( 2) | 1 ( 2) |
| 19 | 30 ( 68) | 12 ( 27) | 2 ( 4) | 0 ( 0) |
| 20 | 0 ( 0) | 2 ( 4) | 24 ( 54) | 18 ( 40) |
| 21 | 20 ( 45) | 16 ( 36) | 5 ( 11) | 3 ( 6) |
| 22 | 13 ( 29) | 24 ( 54) | 5 ( 11) | 2 ( 4) |
| 23 | 15 ( 34) | 21 ( 47) | 6 ( 13) | 2 ( 4) |
| 24 | 1 ( 2) | 1 ( 2) | 25 ( 56) | 17 ( 38) |
| 25 | 4 ( 9) | 20 ( 45) | 19 ( 43) | 1 ( 2) |
| 26 | 20 ( 45) | 17 ( 38) | 7 ( 15) | 0 ( 0) |
| 27 | 25 ( 56) | 7 ( 15) | 11 ( 25) | 1 ( 2) |
| 28 | 0 ( 0) | 0 ( 0) | 5 ( 11) | 39 ( 88) |
| 29 | 19 ( 43) | 20 ( 45) | 4 ( 9) | 1 ( 2) |
| 30 | 31 ( 70) | 12 ( 27) | 0 ( 0) | 0 ( 0) |
| 31 | 15 ( 34) | 28 ( 63) | 1 ( 2) | 0 ( 0) |
| 32 | 0 ( 0) | 1 ( 2) | 7 ( 15) | 36 ( 81) |
| 33 | 10 ( 22) | 26 ( 59) | 7 ( 15) | 1 ( 2) |
| 34 | 32 ( 72) | 8 ( 18) | 4 ( 9) | 0 ( 0) |
| 35 | 5 ( 11) | 27 ( 61) | 11 ( 25) | 0 ( 0) |
| 36 | 0 ( 0) | 1 ( 2) | 4 ( 9) | 39 ( 88) |
| 37 | 8 ( 18) | 17 ( 38) | 14 ( 31) | 4 ( 9) |
| 38 | 1 ( 2) | 11 ( 25) | 21 ( 47) | 11 ( 25) |
| 39 | 0 ( 0) | 0 ( 0) | 10 ( 22) | 34 ( 77) |
| 40 | 26 ( 59) | 14 ( 31) | 4 ( 9) | 0 ( 0) |
| 41 | 8 ( 18) | 26 ( 59) | 10 ( 22) | 0 ( 0) |
| 42 | 1 ( 2) | 0 ( 0) | 16 ( 36) | 27 ( 61) |
| 43 | 30 ( 68) | 13 ( 29) | 1 ( 2) | 0 ( 0) |
| 44 | 24 ( 54) | 15 ( 34) | 3 ( 6) | 2 ( 4) |
| 45 | 0 ( 0) | 0 ( 0) | 4 ( 9) | 40 ( 90) |
| 46 | 17 ( 38) | 19 ( 43) | 8 ( 18) | 0 ( 0) |
| 47 | 6 ( 13) | 19 ( 43) | 13 ( 29) | 5 ( 11) |
| 48 | 1 ( 2) | 1 ( 2) | 5 ( 11) | 37 ( 84) |
| 49 | 21 ( 47) | 19 ( 43) | 4 ( 9) | 0 ( 0) |
| 50 | 2 ( 4) | 3 ( 6) | 12 ( 27) | 27 ( 61) |

### STUDENT QUESTIONNAIRES FOR
### HIGHLY SUCCESSFUL TEACHERS
### OUTER-CITY--SUBURBAN SCHOOL SETTING

### GROUP I

Cumulative Frequency Count

| ITEM NO. | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|
| 1 | 598 ( 42) | 648 ( 46) | 107 ( 7) | 8 ( 0) |
| 2 | 323 ( 23) | 747 ( 53) | 295 ( 21) | 20 ( 1) |
| 3 | 453 ( 32) | 642 ( 45) | 223 ( 15) | 32 ( 2) |
| 4 | 23 ( 1) | 65 ( 4) | 456 ( 32) | 838 ( 60) |
| 5 | 356 ( 25) | 705 ( 50) | 245 ( 17) | 38 ( 2) |
| 6 | 187 ( 13) | 181 ( 12) | 709 ( 50) | 306 ( 21) |
| 7 | 419 ( 30) | 505 ( 36) | 326 ( 23) | 85 ( 6) |
| 8 | 62 ( 4) | 64 ( 4) | 396 ( 28) | 858 ( 61) |
| 9 | 849 ( 60) | 377 ( 27) | 95 ( 6) | 16 ( 1) |
| 10 | 836 ( 59) | 424 ( 30) | 111 ( 7) | 8 ( 0) |
| 11 | 458 ( 32) | 468 ( 33) | 235 ( 16) | 183 ( 13) |
| 12 | 31 ( 2) | 36 ( 2) | 345 ( 24) | 960 ( 68) |
| 13 | 730 ( 52) | 464 ( 33) | 131 ( 9) | 14 ( 1) |
| 14 | 353 ( 25) | 616 ( 44) | 352 ( 25) | 48 ( 3) |
| 15 | 511 ( 36) | 560 ( 40) | 226 ( 16) | 31 ( 2) |
| 16 | 338 ( 24) | 289 ( 20) | 288 ( 20) | 429 ( 30) |
| 17 | 699 ( 50) | 433 ( 31) | 168 ( 12) | 22 ( 1) |
| 18 | 822 ( 58) | 369 ( 26) | 137 ( 9) | 23 ( 1) |
| 19 | 947 ( 67) | 283 ( 20) | 74 ( 5) | 10 ( 0) |
| 20 | 32 ( 2) | 78 ( 5) | 824 ( 59) | 419 ( 30) |
| 21 | 439 ( 31) | 465 ( 33) | 263 ( 18) | 147 ( 10) |
| 22 | 415 ( 29) | 472 ( 33) | 362 ( 25) | 91 ( 6) |
| 23 | 453 ( 32) | 594 ( 42) | 233 ( 16) | 31 ( 2) |
| 24 | 49 ( 3) | 102 ( 7) | 779 ( 55) | 420 ( 30) |
| 25 | 196 ( 14) | 606 ( 43) | 469 ( 33) | 37 ( 2) |
| 26 | 585 ( 41) | 495 ( 35) | 210 ( 15) | 38 ( 2) |
| 27 | 596 ( 42) | 368 ( 26) | 278 ( 19) | 61 ( 4) |
| 28 | 39 ( 2) | 42 ( 3) | 273 ( 19) | 976 ( 69) |
| 29 | 650 ( 46) | 448 ( 32) | 181 ( 12) | 31 ( 2) |
| 30 | 731 ( 52) | 429 ( 30) | 141 ( 10) | 28 ( 2) |
| 31 | 383 ( 27) | 650 ( 46) | 247 ( 17) | 32 ( 2) |
| 32 | 27 ( 1) | 43 ( 3) | 282 ( 20) | 982 ( 70) |
| 33 | 386 ( 27) | 635 ( 45) | 237 ( 16) | 42 ( 3) |
| 34 | 591 ( 42) | 427 ( 30) | 277 ( 19) | 41 ( 2) |
| 35 | 238 ( 17) | 605 ( 43) | 385 ( 27) | 81 ( 5) |
| 36 | 38 ( 2) | 66 ( 4) | 405 ( 29) | 813 ( 58) |
| 37 | 477 ( 34) | 446 ( 31) | 310 ( 22) | 73 ( 5) |
| 38 | 258 ( 18) | 384 ( 27) | 480 ( 34) | 206 ( 14) |
| 39 | 28 ( 2) | 57 ( 4) | 306 ( 21) | 925 ( 66) |
| 40 | 688 ( 49) | 454 ( 32) | 145 ( 10) | 40 ( 2) |
| 41 | 365 ( 26) | 582 ( 41) | 296 ( 21) | 62 ( 4) |
| 42 | 61 ( 4) | 108 ( 7) | 569 ( 40) | 597 ( 42) |
| 43 | 608 ( 43) | 441 ( 31) | 188 ( 13) | 72 ( 5) |
| 44 | 711 ( 50) | 466 ( 33) | 133 ( 9) | 32 ( 2) |
| 45 | 53 ( 3) | 67 ( 4) | 305 ( 21) | 894 ( 64) |
| 46 | 309 ( 22) | 489 ( 35) | 402 ( 28) | 138 ( 9) |
| 47 | 309 ( 22) | 602 ( 43) | 360 ( 25) | 51 ( 3) |
| 48 | 38 ( 2) | 66 ( 4) | 308 ( 22) | 933 ( 66) |
| 49 | 564 ( 40) | 503 ( 36) | 192 ( 13) | 62 ( 4) |
| 50 | 204 ( 14) | 238 ( 17) | 349 ( 25) | 581 ( 41) |

N = 1396

## STUDENT QUESTIONNAIRES FOR HIGHLY SUCCESSFUL TEACHERS INNER-CITY SCHOOL SETTING

### GROUP II

Cumulative Frequency Count

| ITEM NO. | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|
| 1 | 539 (45) | 490 (41) | 101 (8) | 7 (0) |
| 2 | 258 (21) | 582 (49) | 292 (24) | 25 (2) |
| 3 | 322 (27) | 514 (43) | 262 (22) | 29 (2) |
| 4 | 36 (3) | 51 (4) | 318 (27) | 753 (64) |
| 5 | 253 (21) | 537 (45) | 281 (23) | 42 (3) |
| 6 | 148 (12) | 128 (10) | 547 (46) | 333 (28) |
| 7 | 372 (31) | 378 (32) | 242 (20) | 102 (8) |
| 8 | 63 (5) | 62 (5) | 283 (24) | 735 (62) |
| 9 | 719 (61) | 293 (24) | 85 (7) | 14 (1) |
| 10 | 737 (62) | 304 (25) | 96 (8) | 9 (0) |
| 11 | 512 (43) | 314 (26) | 164 (13) | 118 (10) |
| 12 | 41 (3) | 25 (2) | 226 (19) | 855 (72) |
| 13 | 583 (49) | 356 (30) | 139 (11) | 21 (1) |
| 14 | 255 (21) | 514 (43) | 319 (27) | 51 (4) |
| 15 | 426 (36) | 411 (34) | 211 (17) | 46 (3) |
| 16 | 288 (24) | 205 (17) | 202 (17) | 430 (36) |
| 17 | 593 (50) | 335 (28) | 133 (11) | 27 (2) |
| 18 | 725 (61) | 278 (23) | 112 (9) | 20 (1) |
| 19 | 786 (66) | 219 (18) | 69 (5) | 13 (1) |
| 20 | 52 (4) | 77 (6) | 607 (51) | 386 (32) |
| 21 | 390 (33) | 322 (27) | 244 (20) | 128 (10) |
| 22 | 349 (29) | 342 (29) | 290 (24) | 129 (10) |
| 23 | 389 (33) | 425 (36) | 231 (19) | 40 (3) |
| 24 | 61 (5) | 64 (5) | 552 (46) | 451 (38) |
| 25 | 201 (17) | 459 (39) | 375 (31) | 48 (4) |
| 26 | 514 (43) | 376 (32) | 178 (15) | 48 (4) |
| 27 | 370 (31) | 264 (22) | 329 (28) | 113 (9) |
| 28 | 50 (4) | 61 (5) | 194 (16) | 795 (67) |
| 29 | 533 (45) | 350 (29) | 167 (14) | 38 (3) |
| 30 | 652 (55) | 313 (26) | 120 (10) | 26 (2) |
| 31 | 335 (28) | 498 (42) | 208 (17) | 43 (3) |
| 32 | 24 (2) | 35 (2) | 193 (16) | 862 (73) |
| 33 | 421 (35) | 423 (36) | 189 (16) | 51 (4) |
| 34 | 424 (36) | 317 (26) | 307 (26) | 54 (4) |
| 35 | 245 (20) | 428 (36) | 322 (27) | 84 (7) |
| 36 | 33 (2) | 52 (4) | 305 (25) | 720 (61) |
| 37 | 317 (26) | 343 (29) | 330 (28) | 88 (7) |
| 38 | 292 (24) | 335 (28) | 351 (29) | 130 (11) |
| 39 | 31 (2) | 47 (4) | 180 (15) | 827 (70) |
| 40 | 691 (58) | 258 (21) | 118 (10) | 34 (2) |
| 41 | 361 (30) | 441 (37) | 240 (20) | 51 (4) |
| 42 | 50 (4) | 91 (7) | 431 (36) | 539 (45) |
| 43 | 518 (44) | 314 (26) | 170 (14) | 82 (6) |
| 44 | 577 (49) | 341 (29) | 153 (13) | 42 (3) |
| 45 | 45 (3) | 45 (3) | 267 (22) | 741 (63) |
| 46 | 314 (26) | 322 (27) | 324 (27) | 155 (13) |
| 47 | 269 (22) | 448 (38) | 326 (27) | 66 (5) |
| 48 | 33 (2) | 44 (3) | 185 (15) | 860 (73) |
| 49 | 528 (44) | 362 (30) | 170 (14) | 38 (3) |
| 50 | 218 (18) | 198 (16) | 255 (21) | 472 (40) |

N = 1175

## STUDENT QUESTIONNAIRES FOR CONTROL TEACHERS--OUTER-CITY--SUBURBAN SCHOOL SETTING

### GROUP III

Cumulative Frequency Count

| ITEM NO. | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|
| 1 | 405 ( 37) | 541 ( 50) | 98 ( 9) | 12 ( 1) |
| 2 | 239 ( 22) | 569 ( 52) | 247 ( 22) | 18 ( 1) |
| 3 | 307 ( 28) | 512 ( 47) | 201 ( 18) | 29 ( 2) |
| 4 | 34 ( 3) | 43 ( 3) | 344 ( 31) | 647 ( 59) |
| 5 | 244 ( 22) | 548 ( 50) | 215 ( 19) | 31 ( 2) |
| 6 | 139 ( 12) | 123 ( 11) | 588 ( 54) | 218 ( 20) |
| 7 | 344 ( 31) | 388 ( 35) | 233 ( 21) | 66 ( 6) |
| 8 | 34 ( 3) | 77 ( 7) | 332 ( 30) | 625 ( 57) |
| 9 | 619 ( 57) | 298 ( 27) | 91 ( 8) | 19 ( 1) |
| 10 | 657 ( 60) | 316 ( 29) | 79 ( 7) | 17 ( 1) |
| 11 | 354 ( 32) | 367 ( 33) | 192 ( 17) | 120 ( 11) |
| 12 | 20 ( 1) | 40 ( 3) | 214 ( 19) | 786 ( 72) |
| 13 | 533 ( 49) | 348 ( 32) | 134 ( 12) | 14 ( 1) |
| 14 | 239 ( 22) | 496 ( 45) | 287 ( 26) | 34 ( 3) |
| 15 | 352 ( 32) | 446 ( 41) | 195 ( 18) | 32 ( 2) |
| 16 | 253 ( 23) | 240 ( 22) | 246 ( 22) | 313 ( 28) |
| 17 | 533 ( 49) | 326 ( 30) | 140 ( 12) | 28 ( 2) |
| 18 | 635 ( 58) | 301 ( 27) | 86 ( 7) | 20 ( 1) |
| 19 | 655 ( 60) | 268 ( 24) | 75 ( 6) | 23 ( 2) |
| 20 | 38 ( 3) | 87 ( 8) | 618 ( 57) | 304 ( 28) |
| 21 | 325 ( 30) | 361 ( 33) | 212 ( 19) | 118 ( 10) |
| 22 | 293 ( 27) | 386 ( 35) | 247 ( 22) | 109 ( 10) |
| 23 | 294 ( 27) | 478 ( 44) | 203 ( 18) | 45 ( 4) |
| 24 | 56 ( 5) | 74 ( 6) | 595 ( 55) | 319 ( 29) |
| 25 | 138 ( 12) | 441 ( 40) | 381 ( 35) | 57 ( 5) |
| 26 | 416 ( 38) | 424 ( 39) | 144 ( 13) | 49 ( 4) |
| 27 | 452 ( 41) | 271 ( 25) | 240 ( 22) | 51 ( 4) |
| 28 | 40 ( 3) | 58 ( 5) | 219 ( 20) | 718 ( 66) |
| 29 | 486 ( 44) | 354 ( 32) | 143 ( 13) | 35 ( 3) |
| 30 | 511 ( 47) | 365 ( 33) | 123 ( 11) | 35 ( 3) |
| 31 | 252 ( 23) | 507 ( 46) | 217 ( 20) | 40 ( 3) |
| 32 | 25 ( 2) | 42 ( 3) | 212 ( 19) | 758 ( 70) |
| 33 | 281 ( 25) | 485 ( 44) | 194 ( 17) | 51 ( 4) |
| 34 | 454 ( 41) | 321 ( 29) | 236 ( 21) | 27 ( 2) |
| 35 | 195 ( 18) | 428 ( 39) | 309 ( 28) | 83 ( 7) |
| 36 | 45 ( 4) | 56 ( 5) | 303 ( 28) | 630 ( 58) |
| 37 | 272 ( 25) | 376 ( 34) | 285 ( 26) | 76 ( 7) |
| 38 | 142 ( 13) | 280 ( 25) | 422 ( 39) | 192 ( 17) |
| 39 | 26 ( 2) | 60 ( 5) | 211 ( 19) | 720 ( 66) |
| 40 | 570 ( 52) | 318 ( 29) | 110 ( 10) | 40 ( 3) |
| 41 | 296 ( 27) | 440 ( 40) | 229 ( 21) | 48 ( 4) |
| 42 | 46 ( 4) | 94 ( 8) | 432 ( 39) | 465 ( 43) |
| 43 | 471 ( 43) | 348 ( 32) | 149 ( 13) | 53 ( 4) |
| 44 | 527 ( 48) | 338 ( 31) | 142 ( 13) | 32 ( 2) |
| 45 | 36 ( 3) | 55 ( 5) | 281 ( 25) | 656 ( 60) |
| 46 | 288 ( 26) | 360 ( 33) | 305 ( 28) | 87 ( 8) |
| 47 | 230 ( 21) | 433 ( 40) | 296 ( 27) | 62 ( 5) |
| 48 | 26 ( 2) | 52 ( 4) | 228 ( 21) | 739 ( 68) |
| 49 | 406 ( 37) | 426 ( 39) | 143 ( 13) | 54 ( 4) |
| 50 | 165 ( 15) | 164 ( 15) | 281 ( 25) | 445 ( 41) |

N = 1081

## STUDENT QUESTIONNAIRES FOR CONTROL TEACHERS--INNER-CITY SCHOOL SETTING

### GROUP IV

Cumulative Frequency Count

| ITEM NO. | ALWAYS | MOST OF THE TIME | SOMETIMES | NEVER |
|---|---|---|---|---|
| 1 | 247 (29) | 394 (46) | 162 (19) | 22 (2) |
| 2 | 143 (16) | 379 (44) | 277 (32) | 39 (4) |
| 3 | 204 (24) | 323 (38) | 236 (27) | 43 (5) |
| 4 | 39 (4) | 58 (6) | 330 (38) | 409 (48) |
| 5 | 148 (17) | 368 (43) | 246 (28) | 43 (5) |
| 6 | 203 (23) | 156 (18) | 370 (43) | 105 (12) |
| 7 | 183 (21) | 285 (33) | 261 (30) | 72 (8) |
| 8 | 62 (7) | 69 (8) | 286 (33) | 409 (48) |
| 9 | 393 (46) | 263 (30) | 121 (14) | 19 (2) |
| 10 | 396 (46) | 263 (30) | 149 (17) | 19 (2) |
| 11 | 241 (28) | 233 (27) | 164 (19) | 157 (18) |
| 12 | 24 (2) | 45 (5) | 269 (31) | 486 (57) |
| 13 | 306 (36) | 273 (32) | 179 (21) | 28 (3) |
| 14 | 136 (16) | 349 (41) | 283 (33) | 53 (6) |
| 15 | 228 (26) | 292 (34) | 215 (25) | 53 (6) |
| 16 | 142 (16) | 194 (22) | 200 (23) | 262 (30) |
| 17 | 291 (34) | 271 (31) | 175 (20) | 37 (4) |
| 18 | 432 (50) | 219 (25) | 128 (15) | 31 (3) |
| 19 | 426 (50) | 223 (26) | 102 (12) | 27 (3) |
| 20 | 44 (5) | 89 (10) | 475 (55) | 207 (24) |
| 21 | 213 (25) | 260 (30) | 188 (22) | 116 (13) |
| 22 | 193 (22) | 232 (27) | 292 (34) | 88 (10) |
| 23 | 202 (23) | 293 (34) | 240 (28) | 43 (5) |
| 24 | 79 (9) | 86 (10) | 426 (50) | 213 (25) |
| 25 | 98 (11) | 299 (35) | 306 (36) | 68 (8) |
| 26 | 264 (31) | 281 (33) | 185 (21) | 59 (6) |
| 27 | 218 (25) | 188 (22) | 262 (30) | 96 (11) |
| 28 | 45 (5) | 63 (7) | 215 (25) | 471 (55) |
| 29 | 312 (36) | 240 (28) | 185 (21) | 38 (4) |
| 30 | 300 (35) | 294 (34) | 149 (17) | 43 (5) |
| 31 | 159 (18) | 317 (37) | 224 (26) | 70 (8) |
| 32 | 30 (3) | 45 (5) | 176 (20) | 537 (63) |
| 33 | 185 (21) | 292 (34) | 237 (27) | 60 (7) |
| 34 | 238 (28) | 221 (26) | 269 (31) | 62 (7) |
| 35 | 127 (14) | 277 (32) | 269 (31) | 97 (11) |
| 36 | 62 (7) | 57 (6) | 268 (31) | 399 (46) |
| 37 | 212 (24) | 229 (26) | 250 (29) | 76 (8) |
| 38 | 114 (13) | 183 (21) | 311 (36) | 173 (20) |
| 39 | 38 (4) | 49 (5) | 188 (22) | 498 (58) |
| 40 | 389 (45) | 242 (28) | 121 (14) | 42 (4) |
| 41 | 198 (23) | 302 (35) | 210 (24) | 59 (6) |
| 42 | 45 (5) | 75 (8) | 367 (43) | 301 (35) |
| 43 | 302 (35) | 240 (28) | 169 (19) | 64 (7) |
| 44 | 353 (41) | 257 (30) | 136 (16) | 34 (4) |
| 45 | 50 (5) | 61 (7) | 268 (31) | 403 (47) |
| 46 | 144 (16) | 249 (29) | 289 (34) | 109 (12) |
| 47 | 155 (18) | 265 (31) | 261 (30) | 88 (10) |
| 48 | 33 (3) | 47 (5) | 203 (23) | 509 (59) |
| 49 | 256 (30) | 282 (33) | 180 (21) | 52 (6) |
| 50 | 144 (16) | 161 (18) | 264 (31) | 246 (28) |

N = 916

# APPENDIX 16

## TASKS REVEALING SIGNIFICANT DIFFERENCES BETWEEN THE TWO CULTURAL SETTINGS AND BETWEEN EXPERIMENTAL AND CONTROL TEACHERS

TASKS REVEALING SIGNIFICANT DIFFERENCES

IN RESPONSES BETWEEN

OUTER-CITY--SUBURBAN TEACHERS AND INNER-CITY TEACHERS

| TASK NUMBER | SET | TASK | DEGREE OF IMPORTANCE OF TASK (MODE OF RESPONSES)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | OUTER-CITY--SUBURBAN TEACHERS | | | | | INNER-CITY TEACHERS | | | | |
| | | | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT |
| 25 | 2 | Group students to recognize individual differences | | | X | | | | | X | | |
| 65 | 2 | Moderate a panel discussion | | | X | | | | | X | | |
| 73 | 2 | Help students achieve maximum motivation | X | | | | | X | | | | |
| 99 | 2 | Establish a personal relationship with each student in the class | | X | | | | | X | | | |
| 100 | 2 | Allow for student participation in instruction | | X | | | | | X | | | |
| 118 | 2 | Devise performance tests | | X | | | | | X | | | |
| 136 | 2 | Be aware of undercurrents of behavior in the classroom | | X | | | | X | | | | |
| 150 | 2 | Have each student's attention before starting the lesson | | X | | | | X | | | | |
| 154 | 2 | Prevent one student from causing another physical harm | X | | | | | X | | | | |
| 159 | 2 | Handle outside arguments which are brought into the classroom | | X | | | | | | X | | |
| 38 | 4 | Cooperate with school administration in budget planning for the distributive education program | | X | | | | | X | | | |
| 55 | 4 | Conduct conferences with employers for the purpose of improving on-the-job instruction | | X | | | | X | | | | |
| 60 | 4 | Supervise on-the-job instruction of trainees during summer months | | X | | | | X | | | | |
| 67 | 4 | Secure advisory committee recommendations for training stations | | X | | | | X | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 95 | 4 | Serve on area or state DECA advisory committees | X | | | | | | | X | | |
| 19 | 5 | Provide adequate references for each occupational cluster represented in the distributive education program | | X | | | | | X | | | |
| 23 | 5 | Secure special instructional aids such as merchandise, cash register, etc. | | X | | | | | X | | | |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state, and national conferences | X | | | | | | X | | | |
| 35 | 5 | Prepare or assist in the preparation of state DECA reports | X | | | | | | | X | | |
| 43 | 5 | Develop, administer, and interpret forms for on-the-job training evaluation | | X | | | | X | | | | |
| 14 | 6 | Contact selected school dropouts and encourage training in distribution and marketing | | X | | | | | | X | | |
| 18 | 6 | Provide students with resource materials on occupational opportunities | | X | | | | | X | | | |
| 26 | 6 | Encourage a student to speak out about his life and experiences | | X | | | | | | X | | |
| 69 | 6 | Serve as a homeroom teacher | | | X | | | | | | | X |

* "X" represents the most frequent response to the task, when degree of importance is same for outer-city--suburban and inner-city teachers. See Pages 45-46 for direction to significance determined by $X^2$ analysis.

TASKS REVEALING SIGNIFICANT DIFFERENCES

IN RESPONSES BETWEEN

OUTER-CITY--SUBURBAN TEACHERS AND INNER-CITY TEACHERS

| TASK NUMBER | SET | TASK | FREQUENCY OF PERFORMANCE OF TASK (MODE OF RESPONSES)* | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | OUTER-CITY--SUBURBAN TEACHERS | | | | | | | | INNER-CITY TEACHERS | | | | | | | |
| | | | HOURLY | DAILY | WEEKLY | MONTHLY | SELDOM | SEMIANNUALLY | ANNUALLY | NEVER | HOURLY | DAILY | WEEKLY | MONTHLY | SELDOM | SEMIANNUALLY | ANNUALLY | NEVER |
| 15 | 2 | Plan for special reports by students | | | | X | | | | | | | X | | | | | |
| 33 | 2 | Make students collect and analyse their own subject matter | | | X | | | | | | | | | | X | | | |
| 35 | 2 | Motivate students with intrinsic value of ideas or activities | | X | | | | | | | | X | | | | | | |
| 67 | 2 | Have pupils spend time watching a person or thing | | | | | X | | | | | | | X | | | | |
| 81 | 2 | Encourage students to guess or hypothesize about the unknown or untested | | | X | | | | | | | X | | | | | | |
| 105 | 2 | Evaluate students' progress in class and home assignments | | X | | | | | | | | X | | | | | | |
| 131 | 2 | Allow students to determine their own level of aspiration | | X | | | | | | | | | | | X | | | |
| 12 | 4 | Handle the student who goes to work but cuts school the same day | | | | | X | | | | | | | | X | | | |
| 33 | 4 | Develop procedures for job transfers | | | | | X | | | | | | | | X | | | |
| 34 | 4 | Maintain a current file on jobs and employers | | | | X | | | | | | | | X | | | | |
| 41 | 4 | Maintain a liaison with state and local employment agencies | | | | | | | | X | | | | | X | | | |
| 42 | 4 | Cooperate with community organizations in projects related to distribution and marketing | | | | X | | | | | | | | | X | | | |
| 43 | 4 | Serve as a resource person to community agencies and organizations | | | | | X | | | | | | | | X | | | |
| 47 | 4 | Explain the distributive education program to civic clubs and other group meetings | | | | | | X | | | | | | | X | | | |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 59 | 4 | Develop systematic training plan with a cooperating employer | | | | | | | X | | | | | | X | | | |
| 15 | 5 | Arrange for guest speakers in high school distributive education classes | | | | X | | | | | | | | X | | | | |
| 17 | 5 | Select supplies and equipment for distributive education program | | | | | | | X | | | | | | | X | | |
| 21 | 5 | Provide student work areas and storage space in the classroom laboratory | | X | | | | | | | | X | | | | | | |
| 31 | 5 | Provide for publicity coverage of distributive education program and DECA activities | | | | X | | | | | | | | X | | | | |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state and national audiences | | | | X | | | | | | | | | X | | | |
| 36 | 5 | Determine long and short range distributive education facility needs | | | | | | | X | | | | | | | | X | |
| 51 | 5 | Establish and submit a travel budget | | | | | | | X | | | | | X | | | | |
| 52 | 5 | Plan budgets for resource materials (textbooks, library books, etc.) | | | | | | | X | | | | | | | | | X |
| 56 | 5 | Plan a budget for equipment and supplies: current and projected | | | | | | | X | | | | | | | | | X |
| 69 | 5 | Reproduce instructional material with a spirit duplicator (DITTO) | | | X | | | | | | | | X | | | | | |
| 7 | 6 | Refer students to qualified personnel agencies for occupational and educational information | | | | | X | | | | | | | X | | | | |
| 34 | 6 | Help students demonstrate alertness | | X | | | | | | | | X | | | | | | |
| 55 | 6 | Serve as a member and/or chairman of a committee in professional organization | | | | | | | X | | | | | | | | | X |
| 56 | 6 | Support efforts of professional organizations related to distributive education | | | | X | | | | | | | | | | | X | |
| 58 | 6 | Actively participate as a member or officer of a professional organization or teachers' union | | | | | | | X | | | | | | | | | X |
| | | * "X" represents the most frequent response to the task, when frequency of performance of task is same for outer-city--suburban teachers and inner-city teachers; see Pages 49-51 for direction of significance determined by $X^2$ analysis. | | | | | | | | | | | | | | | | |

## TASKS REVEALING SIGNIFICANT DIFFERENCES
## IN RESPONSES BETWEEN
## OUTER-CITY--SUBURBAN TEACHERS AND INNER-CITY TEACHERS

| TASK NUMBER | SET | TASK | PERSONAL EFFECTIVENESS (MODE OF RESPONSES)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | OUTER-CITY--SUBURBAN TEACHERS | | | | | INNER-CITY TEACHERS | | | | |
| | | | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT |
| 54 | 2 | Maximize the transfer of learning from one situation to another | | X | | | | | X | | | |
| 108 | 2 | Evaluate various participating experiences (projects) which focus on activities in distributive occupations and decision-making situations | | X | | | | | X | | | |
| 128 | 2 | Withhold judgment on students' behavior or work | | | X | | | | | X | | |
| 137 | 2 | Recognize, interpret, and utilize student actions and behavior cues | | X | | | | | | X | | |
| 26 | 4 | Assist in securing part-time employment experiences for project plan distributive education students | | X | | | | | | X | | |
| 52 | 4 | Become familiar with management policies and the organizational structures of training sponsors. | | X | | | | | X | | | |
| 63 | 4 | Check student-trainee progress with employer, supervisor and other personnel | | X | | | | X | | | | |
| 64 | 4 | Involve cooperating agency in evaluation of student performance | | X | | | | X | | | | |
| 66 | 4 | Maintain a regular schedule of activities for the advisory committee | | | X | | | | | X | | |
| 76 | 4 | Conduct or participate in an overall community manpower survey | | | | | X | | | X | | |
| 85 | 4 | Assist in the development of the constitution and by-laws for state or local DECA chapters | | X | | | | | | X | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 89 | 4 | Coordinate DECA activities with instructional activities in the distributive education classrooms | | X | | | | | | X | | |
| 16 | 5 | Control, for maximum comfort, as much as possible, the physical aspects of the classroom, i.e. light, ventilation, heat | | X | | | | | X | | | |
| 22 | 5 | Keep classroom clean and attractive | | X | | | | | X | | | |
| 31 | 5 | Provide for publicity coverage of distributive education program and DECA activities | | X | | | | | | X | | |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state and national audiences | X | | | | | | X | | | |
| 47 | 5 | Develop and maintain student progress reports | | X | | | | | X | | | |
| 50 | 5 | Determine long and short range supply needs | | | X | | | | | X | | |
| 53 | 5 | Conduct follow-up studies of former high school distributive education students at regular intervals | | | X | | | | X | | | |
| 18 | 6 | Provide students with resource materials on occupational opportunities | | X | | | | | X | | | |
| 19 | 6 | Arrange for the administering of occupational tests to distributive education students | | X | | | | | | X | | |
| 47 | 6 | Maintain expertise in one's occupational specialty | | X | | | | | X | | | |
| 54 | 6 | Attend local and state professional meetings | | X | | | | | X | | | |
| 55 | 6 | Serve as a member and/or chairman of a committee in professional organization | | X | | | | | | X | | |
| | | * "X" represents the most frequent response to the task when personal effectiveness is same for outer-city--suburban teachers and inner-city teachers; see Pages 54-55 for direction of significance determined by $X^2$. | | | | | | | | | | |

## TASKS REVEALING SIGNIFICANT DIFFERENCES
## IN THE RESPONSES OF HIGHLY
## SUCCESSFUL TEACHERS AND CONTROL TEACHERS
## INNER-CITY SCHOOL SETTING

| TASK NUMBER | SET | TASK | DEGREE OF IMPORTANCE OF TASK (MODE OF RESPONSES)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | HIGHLY SUCCESSFUL TEACHER | | | | | CONTROL TEACHER | | | | |
| | | | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT |
| 8 | 2 | Use DECA contests as classroom learning activities | | | X | | | | | | X | |
| 9 | 2 | Relate course objectives in terms of desired student behavior | X | | | | | | X | | | |
| 80 | 2 | Join or participate in pupils' activities | X | | | | | | X | | | |
| 96 | 2 | Show interest in and understand students' personal problems | X | | | | | | X | | | |
| 101 | 2 | Reinforce desired student behavior | X | | | | | | X | | | |
| 120 | 2 | Formulate completion test items | | | | X | | | X | | | |
| 132 | 2 | Have pupil decide when a question has been answered satisfactorily | | | X | | | | | X | | |
| 144 | 2 | Determine the cause of a student's behavior | X | | | | | | X | | | |
| 149 | 2 | Discourage or prevent pupils from expressing themselves freely | | | | | X | | | | | X |
| 154 | 2 | Prevent one student from causing another physical harm | X | | | | | X | | | | |
| 155 | 2 | Control outbursts of fighting, aggressiveness, or over-competitiveness | X | | | | | X | | | | |
| 39 | 4 | Confer with organized labor representatives relative to the distributive education program | | X | | | | | | X | | |
| 59 | 4 | Develop a systematic training plan with a cooperative employer | X | | | | | | X | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 91 | 4 | Conduct leadership development seminars for DECA members |  | X |  |  |  | X |  |  |  |  |
| 33 | 5 | Develop a system for recording and filing all information relevant to planning future courses |  |  | X |  |  |  | X |  |  |  |
| 42 | 5 | Prepare and file local program financial records |  | X |  |  |  |  | X |  |  |  |
| 51 | 5 | Establish and submit a travel budget |  | X |  |  |  |  | X |  |  |  |
|  |  | * "X" represents the most frequent response to the task, when degree of importance is same for successful teachers and control teachers; see Pages 48-49 for direction of significance determined by $X^2$ analysis. |  |  |  |  |  |  |  |  |  |  |

TASKS REVEALING SIGNIFICANT DIFFERENCES

IN THE RESPONSES OF

SUCCESSFUL TEACHERS AND CONTROL TEACHERS

INNER-CITY SCHOOL SETTING

| TASK NUMBER | SET | TASK | FREQUENCY OF PERFORMANCE OF TASK (MODE OF RESPONSES)* | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | HIGHLY SUCCESSFUL TEACHERS | | | | | | | | CONTROL TEACHERS | | | | | | | |
| | | | HOURLY | DAILY | WEEKLY | MONTHLY | SELDOM | SEMIANNUALLY | ANNUALLY | NEVER | HOURLY | DAILY | WEEKLY | MONTHLY | SELDOM | SEMIANNUALLY | ANNUALLY | NEVER |
| 7 | 2 | Plan effective individual and group projects | | | X | | | | | | | | | X | | | | |
| 27 | 2 | Stress student strengths | | | | X | | | | | | | | | X | | | |
| 64 | 2 | Direct programmed instruction (teaching machine or programmed text materials) | | | | | | | | X | | | | | | | | X |
| 89 | 2 | Communicate effectively with students | X | | | | | | | | | X | | | | | | |
| 97 | 2 | Instill a competitive spirit within the class | X | | | | | | | | | X | | | | | | |
| 103 | 2 | Promote a definite rapport between teacher and class | X | | | | | | | | | X | | | | | | |
| 108 | 2 | Evaluate various participating experiences (projects) which focus on activities in distributive occupations and decision-making situations | | | | X | | | | | | | X | | | | | |
| 115 | 2 | Establish methods for measuring on-the-job performance | | | X | | | | | | | | | X | | | | |
| 124 | 2 | Devise and direct student self-evaluation | | | X | | | | | | | | | X | | | | |
| 148 | 2 | Encourage pupils to express themselves freely | X | | | | | | | | | X | | | | | | |
| 152 | 2 | Cope with unpleasant remarks made by students | | | | | X | | | | | X | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 153 | 2 | Handle discipline problems or disturbances caused by students not in your class |  |  |  |  | X |  |  |  |  | X |  |  |  |  |  |  |
| 36 | 4 | Prepare and present radio and TV programs promoting distributive education |  |  |  |  |  |  |  | X |  |  |  |  |  |  | X |  |
| 81 | 4 | Secure approval from school administration and state for establishing a DECA chapter |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |
| 18 | 5 | Maintain a distributive education classroom library |  |  |  |  |  |  | X |  |  | X |  |  |  |  |  |  |
| 22 | 5 | Keep classroom clean and attractive |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| 36 | 5 | Determine long and short range distributive education facility needs |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |
| 54 | 5 | Make periodic program reports to high school principal or other supervisor |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |
| 60 | 5 | Use an 8mm single concept film projector |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  | X |

* "X" represents the most frequent response to the task, when frequency of performance is same for successful teachers and control teachers inner-city school setting; see Pages 52-53 for direction of significance determined by $X^2$ analysis.

## TASKS REVEALING SIGNIFICANT DIFFERENCES
## IN THE RESPONSES OF
## SUCCESSFUL TEACHERS AND CONTROL TEACHERS
## INNER-CITY SCHOOL SETTING

| TASK NUMBER | SET | TASK | PERSONAL EFFECTIVENESS (MODE OF RESPONSES)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | HIGHLY SUCCESSFUL TEACHERS | | | | | CONTROL TEACHERS | | | | |
| | | | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT |
| 6 | 2 | Provide creative learning experiences for students | | X | | | | | X | | | |
| 27 | 2 | Stress student strengths | | X | | | | | X | | | |
| 35 | 2 | Motivate students with intrinsic value of ideas or activities | | X | | | | | | X | | |
| 58 | 2 | Approach subject matter in a direct, business-like way | | X | | | | | X | | | |
| 59 | 2 | Devise an illustrated talk | | | X | | | | X | | | |
| 77 | 2 | Ask questions that are not readily answerable by study of the lesson | | X | | | | | | X | | |
| 89 | 2 | Communicate effectively with students | | X | | | | | X | | | |
| 91 | 2 | Make sure students can hear and clearly see a teacher demonstration | | X | | | | | X | | | |
| 92 | 2 | Conduct lessons on the level of students' ability | | X | | | | | X | | | |
| 94 | 2 | Promote student participation in class activities | | X | | | | | X | | | |
| 128 | 2 | Withhold judgment on students' behavior or work | | | X | | | | | | X | |
| 32 | 5 | Make community occupational surveys | | | X | | | | | X | | |
| 34 | 5 | Assist in preparation and release of news about DECA for local, state and national audiences | | | X | | | | X | | | |
| 56 | 5 | Plan a budget for equipment and supplies: current and projected | | | X | | | | X | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13 | 6 | Confer with students' parents relative to their progress in the training program<br>* "X" represents the most frequent response to the task, when personal effectiveness is same for successful teachers and control teachers inner-city school setting; see Pages 57-58 for direction of significance determined by $X^2$ analysis. | | X | | | | | | X | | |

## TASKS REVEALING SIGNIFICANT DIFFERENCES
## IN THE RESPONSES OF HIGHLY
## SUCCESSFUL TEACHERS AND CONTROL TEACHERS
## OUTER-CITY--SUBURBAN SCHOOL SETTING

| TASK NUMBER | SET | TASK | DEGREE OF IMPORTANCE OF TASK (MODE OF RESPONSES)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | HIGHLY SUCCESSFUL TEACHER | | | | | CONTROL TEACHER | | | | |
| | | | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT |
| 9 | 2 | Relate course objectives in terms of desired student behavior | X | | | | | | X | | | |
| 18 | 2 | Select appropriate teaching techniques and methods for accomplishing tasks | | X | | | | | X | | | |
| 85 | 2 | Hold all students responsible for certain material to be learned | | X | | | | | X | | | |
| 89 | 2 | Communicate effectively with students | X | | | | | X | | | | |
| 110 | 2 | Formulate essay test questions | | | X | | | | | X | | |
| 116 | 2 | Formulate multiple choice questions | | X | | | | | | X | | |
| 137 | 2 | Recognize, interpret, and utilize student actions and behavior (cues) | | X | | | | X | | | | |
| 139 | 2 | Make the disciplinary actions taken against the student fit the act or behavior | | X | | | | X | | | | |
| 145 | 2 | Understand adolescent student behavior | | X | | | | X | | | | |
| 147 | 2 | Encourage self-discipline on part of student | | X | | | | X | | | | |
| 156 | 2 | Control students who physically assault the teacher | X | | | | | X | | | | |
| 7 | 4 | Cope with the student who has had a fight with a fellow employee while at work | | X | | | | X | | | | |
| 21 | 4 | Assist students in securing employment after they are accepted into the distributive education program | X | | | | | X | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | 4 | Select and assign students to the distributive education program | X | | | | | | X | | | |
| 48 | 4 | Become oriented to the range of training stations within the community | X | | | | | X | | | | |
| 62 | 4 | Conduct visitations to employment establishments | X | | | | | X | | | | |
| 80 | 4 | Organize school and community support for a DECA chapter | X | | | | | | X | | | |
| 81 | 4 | Secure approval from school administrators and state for establishing a DECA chapter | X | | | | | | X | | | |
| 91 | 4 | Conduct leadership development seminars for DECA members | X | | | | | X | | | | |
| 21 | 5 | Provide student work areas and storage space in classroom laboratory | X | | | | | | X | | | |
| 38 | 5 | Determine and collect fees for consumable supplies | | | | | X | | | X | | |
| 52 | 5 | Plan budgets for resource materials (textbooks, library books, etc.) | | | X | | | | X | | | |
| 66 | 5 | Use a flannel board or flip chart | | | X | | | | X | | | |

* "X" represents the most frequent response to the task, when degree of importance is same for highly successful teacher and control teacher; see Pages 46-48 for direction of significance determined by $X^2$ analysis.

TASKS REVEALING SIGNIFICANT DIFFERENCES

IN THE RESPONSES OF

SUCCESSFUL TEACHERS AND CONTROL TEACHERS

OUTER-CITY--SUBURBAN SCHOOL SETTING

| TASK NUMBER | SET | TASK | FREQUENCY OF PERFORMANCE OF TASK (MODE OF RESPONSES)* | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | HIGHLY SUCCESSFUL TEACHERS | | | | | | | | CONTROL TEACHERS | | | | | | | |
| | | | HOURLY | DAILY | WEEKLY | MONTHLY | SELDOM | SEMIANNUALLY | ANNUALLY | NEVER | HOURLY | DAILY | WEEKLY | MONTHLY | SELDOM | SEMIANNUALLY | ANNUALLY | NEVER |
| 14 | 2 | Plan a classroom lecture | | | X | | | | | | | X | | | | | | |
| 85 | 2 | Hold all pupils responsible for certain material to be learned | | X | | | | | | | | | X | | | | | |
| 95 | 2 | Assist students in solving their scholastic problems | | X | | | | | | | | | X | | | | | |
| 149 | 2 | Discourage or prevent pupils from expressing themselves freely | | | | | | | | X | | | | | X | | | |
| 80 | 4 | Organize school and community support for a DECA chapter | | | | | | | X | | | | | X | | | | |
| 93 | 4 | Stimulate active participation in regional, state and national DECA leadership meetings, contests, etc. | | | | X | | | | | | | | | X | | | |
| 95 | 4 | Serve on area or state DECA advisory committees | | | | X | | | | | | | | | X | | | |
| 58 | 5 | Use closed circuit TV equipment | | | | | | | | X | | | | | | | | X |
| 59 | 5 | Use audio tape, disc recording and radio receiver equipment | | | | X | | | | | | | | | | | | X |
| 65 | 5 | Use a sound or video tape recorder | | | | | X | | | | | | | X | | | | |
| 25 | 6 | Assist student with personal and social problems | | X | | | | | | | | | X | | | | | |
| 50 | 6 | Keep informed on the development of distributive education on the state and national levels | | | | X | | | | | | | | X | | | | |

* "X" represents the most frequent response to the task, when frequency of performance is same for highly successful teachers and control teachers outer-city--suburban school setting; see Pages 51-52 for direction of significance determined by $X^2$ analysis.

## TASKS REVEALING SIGNIFICANT DIFFERENCES
## IN THE RESPONSES OF
## SUCCESSFUL TEACHERS AND CONTROL TEACHERS
## OUTER-CITY--SUBURBAN SCHOOL SETTING

| TASK NUMBER | SET | TASK | PERSONAL EFFECTIVENESS (MODE OF RESPONSES)* | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | HIGHLY SUCCESSFUL TEACHERS | | | | | CONTROL TEACHERS | | | | |
| | | | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT | EXTREMELY | HIGHLY | SOMEWHAT | SLIGHTLY | UNIMPORTANT |
| 7 | 2 | Plan effective individual and group projects | | X | | | | | | X | | |
| 14 | 2 | Plan a classroom lecture | | | X | | | | X | | | |
| 19 | 2 | Set reasonable academic standards for students | | X | | | | | X | | | |
| 27 | 2 | Stress student strengths | | X | | | | | X | | | |
| 43 | 2 | Aim for full class participation | | X | | | | | | X | | |
| 45 | 2 | Provide instruction through the use of case problems | | X | | | | | | X | | |
| 57 | 2 | Approach subject matter in an indirect, informal way | | X | | | | | X | | | |
| 63 | 2 | Devise case study problems | | X | | | | | | X | | |
| 76 | 2 | Ask questions that students can answer only if they have studied the lesson | | | X | | | | | X | | |
| 96 | 2 | Show interest in and understand students' personal problems | | X | | | | | X | | | |
| 154 | 2 | Prevent one student from causing another physical harm | | X | | | | X | | | | |
| 1 | 4 | Discourage students from taking long breaks or rest periods at work | | X | | | | | X | | | |
| 33 | 4 | Develop procedures for job transfers | | X | | | | | | X | | |
| 34 | 4 | Maintain a current file on jobs and employers | | X | | | | | | X | | |
| 40 | 4 | Assist employers in securing seasonal and part-time employees from your school | | X | | | | | | X | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 | 4 | Assist in planning and organizing fund raising activities for DECA | | X | | | | | X | | | |
| 5 | 5 | Personally instruct adult distributive education classes when qualified | | X | | | | | | | X | |
| 7 | 5 | Aid instructors of adult distributive education classes in organizing instructional materials | | X | | | | | | X | | |
| 69 | 5 | Reproduce instructional material with a spirit duplicator (DITTO) | | X | | | | | X | | | |
| 67 | 6 | Develop good professional working relationships with teachers and administrators | X | | | | | | X | | | |
| 69 | 6 | Serve as a homeroom teacher | | X | | | | | | X | | |

* "X" represents the most frequent response to the task, when personal effectiveness is same for successful teachers and control teachers outer-city--suburban school setting; see Pages 56-57 for direction of significance determined by $X^2$ analysis.

# APPENDIX 17

## TASKS REVEALING NO DIFFERENCES BETWEEN THE TWO CULTURAL SETTINGS AND BETWEEN EXPERIMENTAL AND CONTROL TEACHERS

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Extremely Important

| Item # | (Set) | Task |
|---|---|---|
| 1 | (2) | Organize instructional materials in reference to course objectives. |
| 3 | (2) | Formulate course objectives. |
| 6 | (2) | Provide creative learning experiences for students. |
| 22 | (2) | Provide individualized instruction. |
| 27 | (2) | Stress student strengths. |
| 29 | (2) | Provide for individual student conferences. |
| 30 | (2) | Prevent situations which cause pupil doubt or perplexity. |
| 43 | (2) | Aim for full class participation. |
| 83 | (2) | Give instructions clearly. |
| 84 | (2) | Encourage students to ask questions. |
| 87 | (2) | Relate learning to student's needs and experiences. |
| 91 | (2) | Make sure students can hear and clearly see a teacher demonstration. |
| 92 | (2) | Conduct lessons on the level of student's ability. |
| 94 | (2) | Promote student participation in class activities. |
| 98 | (2) | Provide signs of immediate success, rewards, and encouragement to students. |
| 102 | (2) | Get to know each student early in the term. |
| 103 | (2) | Promote a definite rapport between teacher and class. |
| 104 | (2) | Formulate a system of grading consistent with school policy. |
| 109 | (2) | Evaluate one's own techniques and methods of teaching. |
| 134 | (2) | Judge a student objectively--not on his past record. |
| 135 | (2) | Establish acceptable standards of behavior. |
| 151 | (2) | Prevent students' repeatedly coming to class late. |
| 2 | (4) | Cope with the student who gives away store merchandise or services to his friends. |
| 5 | (4) | Handle the situation of a student who is known to be promiscuous with his employer. |
| 9 | (4) | Cope with the student caught stealing from his employer. |
| 11 | (4) | Cope with the student who comes to school but does not show up for his job. |

## Mode of Responses

### Extremely Important

| Item # | (Set) | Task |
|---|---|---|
| 12 | (4) | Handle the student who goes to work but cuts school the same day. |
| 13 | (4) | Make students aware of their personal cleanliness before going on the job. |
| 14 | (4) | Handle the student who is insubordinate to his on-the-job supervisor. |
| 20 | (4) | Arrange employment interviews for students who have been accepted in the distributive education program. |
| 23 | (4) | Interview students for the distributive education program. |
| 24 | (4) | Develop student selection criteria. |
| 25 | (4) | Confer with counselor, principal, and teachers relative to selection of students. |
| 30 | (4) | Assist students in job orientation. |
| 31 | (4) | Discuss occupational experience progress report with students. |
| 32 | (4) | Develop policy on absenteeism, work schedules--hours, and wages. |
| 37 | (4) | Plan and sponsor employer-employee banquet. |
| 51 | (4) | Select training stations which provide a good work environment. |
| 52 | (4) | Become familiar with management policies and the organizational structures of training sponsors. |
| 53 | (4) | Orient cooperating agency staff to objectives of the distributive education program. |
| 54 | (4) | Advise and inform training sponsor of labor laws affecting part-time distributive education students. |
| 58 | (4) | Develop a cooperative training agreement between student and school employer. |
| 61 | (4) | Arrange school and work schedules with students, faculty and employers. |
| 63 | (4) | Check student-trainee progress with employer, supervisor and other personnel. |
| 64 | (4) | Involve cooperating agency in evaluation of student performance. |
| 83 | (4) | Assist in the election and installation of DECA officers and members. |
| 86 | (4) | Affiliate with state and national DECA. |
| 87 | (4) | Sponsor and supervise DECA activities. |
| 88 | (4) | Develop a yearly program of activities for the DECA chapter. |

## Mode of Responses

## Extremely Important

| Item # | (Set) | Task |
|---|---|---|
| 89 | (4) | Coordinate DECA activities with instructional activities in the distributive education classrooms. |
| 10 | (5) | Update, revise, and improve high school distributive education curriculum materials. |
| 8 | (6) | Foster an environment which is conducive to an "open door" policy regarding counseling for students. |
| 56 | (6) | Support efforts of professional organizations related to distributive education. |
| 61 | (6) | Interpret and promote vocational education within the school and school system. |
| 65 | (6) | Develop good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse, etc.) |
| 67 | (6) | Develop good professional working relationships with teachers and administrators. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Between Extremely and Highly

| Item # | (Set) | Task |
|---|---|---|
| 2 | (2) | Prepare lesson plans. |
| 12 | (2) | Organize learning around pupil's own problem or question. |
| 17 | (2) | Determine best instructional media and aids to perform a specific task. |
| 19 | (2) | Set reasonable academic standards for students. |
| 20 | (2) | Correlate related and technical information with job activities of student. |
| 21 | (2) | Plan the introduction of a lesson. |
| 41 | (2) | Set attainable individual goals for students. |
| 53 | (2) | Select main points of a lesson for summarization. |
| 54 | (2) | Maximize the transfer of learning from one situation to another. |
| 55 | (2) | Make students aware of the important points to look for in a demonstration. |
| 63 | (2) | Devise case-study problems. |
| 88 | (2) | Adapt questions to individual student ability. |
| 93 | (2) | Relate learning to student's experience and past learning. |
| 86 | (2) | Assist student to develop study habits. |
| 90 | (2) | Obtain individual responses to oral questioning. |
| 122 | (2) | Develop standards for student attainment in class. |
| 124 | (2) | Devise and direct student self-evaluations. |
| 125 | (2) | Discover the strengths and weaknesses of every student on-the-job and in the classroom. |
| 115 | (2) | Establish methods for measuring on-the-job performance. |
| 138 | (2) | Hold each student accountable for his actions and behavior. |
| 140 | (2) | Be prepared to meet student verbal explosions. |
| 141 | (2) | Plan from day to day to meet specific classroom control problems. |
| 143 | (2) | Gain knowledge of the principles underlying discipline problems. |
| 148 | (2) | Encourage pupils to express themselves freely. |
| 152 | (2) | Cope with unpleasant remarks made by students. |
| 160 | (2) | Handle the situation of a student being too tired to function efficiently. |

Mode of Responses

Between Extremely and Highly

| Item # | (Set) | Task |
|---|---|---|
| 1 | (4) | Discourage students from taking long breaks or rest periods at work. |
| 3 | (4) | Handle students who refuse to do manual tasks on-the-job. |
| 4 | (4) | Deal with the student who fools around with his personal friends while he is on the job. |
| 10 | (4) | Discourage the student from wearing inappropriate clothing to work. |
| 17 | (4) | Investigate tardiness and absence cases related to on-the-job training. |
| 16 | (4) | Deal with the student who has been reported to have attempted to "get lost" for long periods of time while he is on the job. |
| 18 | (4) | Write recommendations for students for permanent employment. |
| 19 | (4) | Assist students with placement upon graduation. |
| 28 | (4) | Aid students in procuring working permits. |
| 29 | (4) | Advise students regarding social security procedures and regulations. |
| 33 | (4) | Develop procedures for job transfers. |
| 42 | (4) | Cooperate with community organizations in projects related to distribution and marketing. |
| 35 | (4) | Prepare and disseminate brochures and other descriptive materials about distributive education. |
| 47 | (4) | Explain the distributive education program to civic clubs and other group meetings. |
| 65 | (4) | Establish a distributive education advisory committee. |
| 73 | (4) | Summarize, report and disseminate information obtained from student follow-up studies. |
| 79 | (4) | Use DECA contest as competitive activities. |
| 84 | (4) | Assist students who wish to advance within state or national DECA. |
| 93 | (4) | Stimulate active participation in regional, state and national DECA leadership meetings, contests, etc. |
| 96 | (4) | Advise state and national DECA competition entries. |
| 94 | (4) | Make plans and preparations for participation in DECA district and state leadership conferences. |
| 3 | (5) | Secure physical facilities for adult distributive education classes. |

## Mode of Responses

## Between Extremely and Highly

| Item # | (Set) | Task |
|---|---|---|
| 4 | (5) | Prepare reports at conclusion of each adult distributive education class. |
| 6 | (5) | Secure adult instructors and resource people for adult distributive education classes. |
| 7 | (5) | Aid instructors of adult distributive education classes in organizing instruction material. |
| 8 | (5) | Publicize and promote adult distributive education classes as a part of school's total progress. |
| 9 | (5) | Conduct teacher training sessions for adult distributive education instructors. |
| 31 | (5) | Provide for publicity coverage of distributive education program and DECA activities. |
| 22 | (5) | Keep classroom clean and attractive. |
| 48 | (5) | Prepare reports required by State Department of Education. |
| 64 | (5) | Use an overhead projector or opaque projector. |
| 4 | (6) | Cooperate with guidance counselors. |
| 16 | (6) | Stimulate student interest in distributive and marketing occupations. |
| 31 | (6) | Provide assistance to students to develop initiative. |
| 40 | (6) | Provide assistance to students to promote cooperation with others. |
| 59 | (6) | Engage in a planned personal program of continuing education. |
| 42 | (6) | Participate in activities that will improve your personal professional development. |
| 46 | (6) | Keep informed on technical changes and new methods in marketing and distribution. |
| 47 | (6) | Maintain expertise in one's occupational specialty. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 4 | (2) | Select and develop instructional content for a lesson. |
| 5 | (2) | Select and develop instructional content for a course. |
| 7 | (2) | Plan effective individual and group projects. |
| 9 | (2) | Relate course objectives in terms of desired student behavior. |
| 10 | (2) | Select instructional units needed by all students for group instruction. |
| 11 | (2) | Provide a variety of experiences within a lesson. |
| 13 | (2) | Organize learning around questions posed by teacher. |
| 14 | (2) | Plan a classroom lecture. |
| 15 | (2) | Plan for special reports by students. |
| 16 | (2) | Organize subject matter around personalities and human relations. |
| 23 | (2) | Prepare students for film presentations. |
| 26 | (2) | Plan a field trip. |
| 33 | (2) | Make students collect and analyze their own subject matter. |
| 34 | (2) | Have pupil working independently on topics of personal concern. |
| 35 | (2) | Motivate students with intrinsic value of ideas or activities. |
| 36 | (2) | Organize the sequence of learning tasks. |
| 37 | (2) | Predict student readiness for a given learning task. |
| 38 | (2) | Have different pupils working at different tasks. |
| 40 | (2) | Adapt assignments to allow individual differences. |
| 42 | (2) | Select classroom activities for more able students. |
| 44 | (2) | Establish and maintain an atmosphere conducive to teacher-pupil planning. |
| 45 | (2) | Provide instruction through the use of case problems. |
| 46 | (2) | Develop problem-solving activities. |
| 47 | (2) | Devise oral questions. |
| 49 | (2) | Direct a student demonstration. |
| 50 | (2) | Direct a group discussion. |
| 51 | (2) | Introduce a lesson. |

## Mode of Responses

### Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 52 | (2) | Present a lesson involving illustrations. |
| 56 | (2) | Demonstrate a manipulative skill. |
| 57 | (2) | Approach subject matter in an indirect, informal way. |
| 58 | (2) | Approach subject matter in a direct, businesslike way. |
| 59 | (2) | Devise an illustrated talk. |
| 60 | (2) | Make a wide range of informative material available to students. |
| 61 | (2) | Have pupils find detailed facts and information on their own. |
| 95 | (2) | Assist students in solving their scholastic problems. |
| 66 | (2) | Direct role playing in the classroom. |
| 70 | (2) | Make doing something the center of pupils' attention. |
| 72 | (2) | Present study techniques to students. |
| 78 | (2) | Ask questions which can be answered with alternative answers. |
| 81 | (2) | Encourage students to guess or hypothesize about the unknown or untested. |
| 82 | (2) | Ask students to support answers or opinions with evidence. |
| 105 | (2) | Evaluate students' progress in class and home assignments. |
| 106 | (2) | Establish evaluative criteria for: lesson, unit, or course. |
| 108 | (2) | Evaluate various participating experiences (projects) which focus on activities in distributive occupations and decision-making situations. |
| 117 | (2) | Administer classroom tests. |
| 123 | (2) | Be aware of the academic standing of individual class members in other subject areas. |
| 126 | (2) | Help pupils discover and correct factual errors and inaccuracies. |
| 127 | (2) | Help students question misconceptions, faults, logic, unwarranted conclusions. |
| 130 | (2) | Determine class understanding of each point of the lesson. |
| 133 | (2) | Help students to judge comparative values of answers or suggestions. |
| 142 | (2) | Anticipate likely classroom problems. |
| 153 | (2) | Handle discipline problems or disturbances caused by students not in our class. |

## Mode of Responses

### Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 157 | (2) | Handle outside noise or other distraction coming from out of the classroom. |
| 158 | (2) | Cope with students who fail to do assigned homework assignments. |
| 6 | (4) | Anticipate a student's apathy toward his job. |
| 15 | (4) | Handle the student who is horsing around on the job with his fellow employees. |
| 26 | (2) | Assist in securing part-time employment experiences for project plan distributive education students. |
| 27 | (4) | Provide supervised occupational experiences for project plan distributive education students. |
| 34 | (4) | Maintain a current file on jobs and employers. |
| 36 | (4) | Prepare and present radio and TV programs promoting distributive education. |
| 40 | (4) | Assist employers in securing seasonal and part-time employees from school. |
| 43 | (4) | Serve as a resource person to community agencies and organizations. |
| 44 | (4) | Cooperate with business in designing and conducting research for improving efficiency in distribution and marketing. |
| 45 | (4) | Inform community of new developments and trends in vocational education. |
| 46 | (4) | Maintain a liaison with community members in professional and service organizations. |
| 50 | (4) | Select training stations (based on a community manpower survey). |
| 56 | (4) | Seek a variety of on-the-job experiences for distributive education students. |
| 57 | (4) | Develop a plan for student supervision at the training station. |
| 49 | (4) | Evaluate the training facilities of prospective cooperating employees. |
| 68 | (4) | Secure suggestions from advisory committee regarding program needs and adjustments. |
| 72 | (4) | Collect relevant student follow-up data for program evaluation. |
| 74 | (4) | Adjust local distributive education program in light of findings of a student follow-up study. |
| 75 | (4) | Secure suggestions from former distributive education graduates for improvement of the training program. |
| 77 | (4) | Conduct community manpower surveys to determine needs and resources for adult and high school distributive education training. |

## Mode of Responses

### Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 82 | (4) | Plan an organizational meeting for a DECA chapter. |
| 85 | (4) | Assist in the development of the constitution and bylaws for state or local DECA chapters. |
| 90 | (4) | Assist in planning and organizing fund raising activities for DECA. |
| 92 | (4) | Evaluate the local DECA program of activities. |
| 1 | (5) | Organize and supervise adult evening and part-time classes in distribution and marketing. |
| 2 | (5) | Plan financial arrangements for adult distributive education classes. |
| 5 | (5) | Personally instruct adult distributive education classes when qualified. |
| 11 | (5) | Evaluate high school distributive education text and reference materials. |
| 12 | (5) | Provide bulletins, trade magazines, journals, and other instructional materials related to distribution and marketing. |
| 13 | (5) | Determine the appropriate high school library resources for distributive education students. |
| 14 | (5) | Arrange field trips to business or industrial establishments. |
| 15 | (5) | Arrange for guest speakers in high school distributive education classes. |
| 16 | (5) | Control, for maximum comfort, as much as possible, the physical aspects of the classroom, i.e. light, ventilation, heat. |
| 17 | (5) | Select supplies and equipment for distributive education program. |
| 18 | (5) | Maintain a distributive education classroom library. |
| 20 | (5) | Provide adequate supplies and classroom facilities. |
| 24 | (5) | Obtain instructional materials from stores, offices or industrial establishments. |
| 25 | (5) | Select for classroom use reference books, texts, and other instructional materials. |
| 26 | (5) | Select for the general library, textbooks, reference books, and other materials pertaining to marketing and distribution. |
| 27 | (5) | Prepare requests for supplies and equipment needs. |
| 29 | (5) | Maintain a record system of placement opportunities. |

## Mode of Responses

### Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 30 | (5) | Maintain an inventory of equipment and instructional materials. |
| 36 | (5) | Determine long and short range distributive education facility needs. |
| 37 | (5) | Arrange for storage of equipment and supplies. |
| 39 | (5) | Develop and maintain placement records. |
| 40 | (5) | Establish "check out" procedures for periodicals, supplies, and equipment. |
| 41 | (5) | Evaluate distributive education classroom facilities and equipment. |
| 44 | (5) | Obtain follow-up information from graduates and former students. |
| 45 | (5) | Record and file student data (progress, performance, grades, etc.). |
| 46 | (5) | Record and file attendance reports on students. |
| 47 | (5) | Develop and maintain student progress reports. |
| 49 | (5) | Prepare and submit distributive education program evaluation reports. |
| 50 | (5) | Determine long and short range supply needs. |
| 53 | (5) | Conduct follow-up studies of former high school distributive education students at regular intervals. |
| 54 | (5) | Make periodic program reports to high school principal or other supervisor. |
| 56 | (5) | Plan a budget for equipment and supplies: current and projected. |
| 57 | (5) | Use classroom display materials. |
| 58 | (5) | Use closed circuit TV equipment. |
| 59 | (5) | Use audio tape, disc recording and radio receiver equipment. |
| 61 | (5) | Develop instructional materials (information sheets, transparencies). |
| 62 | (5) | Reproduce instructional materials with a mimeographic duplicator. |
| 63 | (5) | Reproduce instructional (hard copy and transparency) material with a thermo or photo copier (3M, xerox, etc.). |
| 65 | (5) | Use a sound or video tape recorder. |
| 67 | (5) | Use an 8mm or 16mm silent or sound motion picture projector. |
| 68 | (5) | Use a 35mm filmstrip or slide projector. |
| 69 | (5) | Reproduce instructional material with a spirit duplicator (DITTO). |

## Mode of Responses

## Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 1 | (6) | Identify, for your distributive education students, graduates of your school who have been successful in the field of distribution and marketing. |
| 2 | (6) | Confer with other faculty members as to progress of students in distributive education. |
| 5 | (6) | Work with special teachers to help students with individual problems (remedial reading, English, school social worker). |
| 6 | (6) | Be aware of physical growth differences in students. |
| 7 | (6) | Refer students to qualified personnel agencies for occupational and educational information. |
| 12 | (6) | Administer to distributive education students aptitude tests and interest inventories. |
| 13 | (6) | Confer with student's parents relative to their progress in the training program. |
| 15 | (6) | Assist students with problems connected with furthering their training and education in distribution and marketing beyond the high school level. |
| 17 | (6) | Develop and maintain occupational opportunity files. |
| 20 | (6) | Interpret occupational test and inventories to distributive education students. |
| 21 | (6) | Discuss occupational opportunities with graduates and former students. |
| 22 | (6) | Identify post high school training available and appropriate for further education in distribution and marketing. |
| 24 | (6) | Provide assistance to students to promote self-control. |
| 25 | (6) | Assist student with personal and social problems. |
| 27 | (6) | Provide assistance to students in gaining poise. |
| 28 | (6) | Help students develop open-mindedness. |
| 29 | (6) | Provide assistance to students to promote enthusiasm. |
| 30 | (6) | Provide assistance to students in gaining fluency of speech. |
| 32 | (6) | Help students demonstrate good judgment. |
| 33 | (6) | Help students develop a wide range of activities and interests. |
| 34 | (6) | Help students demonstrate alertness. |
| 35 | (6) | Help students demonstrate resourcefulness. |
| 36 | (6) | Help students demonstrate creativity. |

## Mode of Responses

### Highly Important

| Item # | (Set) | Task |
|---|---|---|
| 37 | (6) | Provide assistance to students to develop a healthy attitude toward criticism. |
| 38 | (6) | Provide experiences which permit students to develop qualities of leadership. |
| 39 | (6) | Provide assistance to students to foster tact. |
| 41 | (6) | Participate in and/or plan local in-service education programs. |
| 44 | (6) | Participate in research studies. |
| 45 | (6) | Orient and assist beginning teachers in your school. |
| 48 | (6) | Select and provide adequate teaching experiences and supervision for student teachers. |
| 49 | (6) | Cooperate with area colleges in providing opportunities for observation and demonstration. |
| 50 | (6) | Keep informed on the development of distributive education on the state and national levels. |
| 52 | (6) | Maintain active membership in the state education association or teachers' union. |
| 53 | (6) | Maintain active membership in local education association or local teachers' union. |
| 54 | (6) | Attend local and state professional meetings. |
| 55 | (6) | Serve as a member and/or chairman of a committee in professional organization. |
| 57 | (6) | Participate in state and national vocational organizations. |
| 60 | (6) | Maintain a personal up-to-date professional library. |
| 66 | (6) | Assist in planning and developing the overall educational objectives and goals of the total school program. |
| 68 | (6) | Cooperate with local school officials in offering especially designed classes for disadvantaged youth. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Between Highly and Somewhat

| Item # | (Set) | Task |
|---|---|---|
| 28 | (2) | Motivate students with privileges, grades, rewards. |
| 48 | (2) | Obtain closure for a lesson. |
| 68 | (2) | Have pupils spend time listening to a person or thing. |
| 111 | (2) | Evaluate work of different pupils by different standards. |
| 113 | (2) | Have student evaluate his own work. |
| 121 | (2) | Formulate true-false test questions. |
| 131 | (2) | Allow students to determine their own level of aspiration. |
| 146 | (2) | Have students enter classroom in an orderly manner. |
| 41 | (4) | Maintain a liaison with state and local employment agencies. |
| 69 | (4) | Consult advisory committee in planning for facilities and equipment needs. |
| 76 | (4) | Conduct or participate in an overall community manpower survey. |
| 78 | (4) | Make a task or activity analysis of specific occupations. |
| 97 | (4) | Obtain and utilize the assistance of the state DECA advisory committee and chapter parents. |
| 28 | (5) | Maintain a running inventory of supplies and equipment. |
| 60 | (5) | Use an 8mm single concept film projector. |
| 32 | (5) | Make community occupational surveys. |
| 55 | (5) | Determine long and short range supply needs and amortization. |
| 3 | (6) | Enlist the services of special subject matter teachers to aid in the remedial instruction of distributive education students. |
| 9 | (6) | Conduct visits to the distributive education student's home for personal counseling purposes. |
| 19 | (6) | Arrange for the administering of occupational tests to distributive education students. |
| 51 | (6) | Maintain active membership in National Education Association or American Federation of Teachers. |
| 58 | (6) | Actively participate as a member or officer of a professional organization or teachers' union. |
| 62 | (6) | Assist when asked in administering SCAT, STEP, and other school, district, state, or national testing programs. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Somewhat Important

| Item # | (Set) | Task |
|---|---|---|
| 24 | (2) | Provide a structured classroom routine. |
| 31 | (2) | Involve pupils in uncertain or incomplete situation. |
| 32 | (2) | Collect and analyze subject matter for student. |
| 39 | (2) | Have all students working at the same task at same time. |
| 62 | (2) | Provide pupils with detailed facts and information. |
| 64 | (2) | Direct programmed instruction (teaching machine or programmed text materials). |
| 67 | (2) | Have pupils spend time watching a person or thing. |
| 69 | (2) | Make something itself the center of pupils' attention. |
| 74 | (2) | Make yourself the center of class attention. |
| 76 | (2) | Ask questions that students can only answer if they have studied the lesson. |
| 77 | (2) | Ask questions that are not readily answerable by study of the lesson. |
| 79 | (2) | Ask questions which require single right answers. |
| 107 | (2) | Give an assignment for outside work (homework). |
| 112 | (2) | Evaluate work of all pupils by a set standard. |
| 114 | (2) | Evaluate with standardized tests. |
| 119 | (2) | Formulate Matching Test items. |
| 128 | (2) | Withhold judgment on students' behavior or work. |
| 129 | (2) | Reinforce students' answers as "right" or "wrong." |
| 70 | (4) | Involve advisory committee in the evaluation of physical facilities, adequacy of equipment and supplies. |
| 71 | (4) | Secure aid of advisory committee in preparing occupational analysis to be used in training plans. |
| 10 | (6) | Develop and administer a survey instrument to determine the individual's home environment. |
| 11 | (6) | Counsel adults in the school district needing retraining in distribution and marketing. |
| 23 | (6) | Conduct visits to the distributive education student's home for instructional purposes. |
| 43 | (6) | Contribute to the professional literature in your field. |

## Mode of Responses

### Somewhat Important

| Item # | (Set) | Task |
|---|---|---|
| 63 | (6) | Sponsor nonvocational clubs, societies, special interest groups, etc. |
| 64 | (6) | Participate in noninstructional school duties, e.g., cafeteria, bus, ticket collecting, chaperoning, P.T.A., etc. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Between Somewhat and Slightly

| Item # | (Set) | Task |
|---|---|---|
| 71 | (2) | Make a single pupil the center of class attention. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Between Somewhat and Unimportant

| Item # | (Set) | Task |
|---|---|---|
| 70 | (6) | Supervise a study hall, or lunchroom. |

## THE DEGREE OF IMPORTANCE OF TASKS PLACED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Unimportant

| Item # | (Set) | Task |
|---|---|---|
| 75 | (2) | Remain aloof or detached from pupils' activities. |

Note: The following performance task(s) was eliminated from the results as *no* mode of agreement existed for the total group of teachers in the study.

| | | |
|---|---|---|
| 38 | (5) | Determine and collect fees for consumable supplies. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Between Hourly and Daily

| Item # | (Set) | Task |
|---|---|---|
| 140 | (2) | Be prepared to meet student verbal explosions. |
| 147 | (2) | Encourage self-discipline on part of student. |
| 150 | (2) | Have each student's attention before starting the lesson. |
| 16 | (5) | Control, for maximum comfort, as much as possible, the physical aspects of the classroom, i.e. light, ventilation, heat. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Performed Daily

| Item # | (Set) | Task |
|---|---|---|
| 9 | (2) | Relate course objectives in terms of desired student behavior. |
| 11 | (2) | Provide a variety of experiences within a lesson. |
| 12 | (2) | Organize learning around pupil's own problem or question. |
| 13 | (2) | Organize learning around questions posed by teacher. |
| 16 | (2) | Organize subject matter around personalities and human relations. |
| 19 | (2) | Set reasonable academic standards for students. |
| 20 | (2) | Correlate related and technical information with job activities of student. |
| 22 | (2) | Provide individualized instruction. |
| 24 | (2) | Provide a structured classroom routine. |
| 29 | (2) | Provide for individual student conferences. |
| 30 | (2) | Prevent situations which cause pupil doubt or perplexity. |
| 37 | (2) | Predict student readiness for a given learning task. |
| 41 | (2) | Set attainable individual goals for students. |
| 43 | (2) | Aim for full class participation. |
| 44 | (2) | Establish and maintain an atmosphere conducive to teacher-pupil planning. |
| 28 | (2) | Motivate students with privileges, grades, rewards. |
| 47 | (2) | Devise oral questions. |
| 48 | (2) | Obtain closure for a lesson. |
| 53 | (2) | Select main points of a lesson for summarization. |
| 54 | (2) | Maximize the transfer of learning from one situation to another. |
| 55 | (2) | Make students aware of the important points to look for in a demonstration. |
| 57 | (2) | Approach subject matter in an indirect, informal way. |
| 58 | (2) | Approach subject matter in a direct, businesslike way. |
| 60 | (2) | Make a wide range of informative material available to students. |
| 73 | (2) | Help student achieve maximum motivation. |
| 74 | (2) | Make yourself the center of class attention. |

## Mode of Responses

## Performed Daily

| Item # | (Set) | Task |
|---|---|---|
| 82 | (2) | Ask students to support answers of opinions with evidence. |
| 83 | (2) | Give instructions clearly. |
| 84 | (2) | Encourage students to ask questions. |
| 78 | (2) | Ask questions which can be answered with alternative answers. |
| 86 | (2) | Assist student to develop study habits. |
| 87 | (2) | Relate learning to student's needs and experiences. |
| 88 | (2) | Adapt questions to individual student ability. |
| 90 | (2) | Obtain individual responses to oral questioning. |
| 91 | (2) | Make sure students can hear and clearly see a teacher demonstration. |
| 92 | (2) | Conduct lessons on the level of students' ability. |
| 93 | (2) | Relate learning to student's experience and past learning. |
| 94 | (2) | Promote student participation in class activities. |
| 95 | (2) | Assist students in solving their scholastic problems. |
| 98 | (2) | Provide signs of immediate success, rewards, and encouragement to students. |
| 99 | (2) | Establish a personal relationship with each student in the class. |
| 100 | (2) | Allow for student participation in instruction. |
| 101 | (2) | Reinforce desired student behavior. |
| 102 | (2) | Get to know each student early in the term. |
| 77 | (2) | Ask questions that are not readily answerable by study of the lesson. |
| 96 | (2) | Show interest in students' personal problems. |
| 79 | (2) | Ask questions which require single right answers. |
| 104 | (2) | Formulate a system of grading consistent with school policy. |
| 109 | (2) | Evaluate one's own techniques and methods of teaching. |
| 111 | (2) | Evaluate work of different pupils by different standards. |
| 126 | (2) | Help pupils discover and correct factual errors and inaccuracies. |
| 127 | (2) | Help students question misconceptions, faults, logic, unwarranted conclusions. |
| 129 | (2) | Reinforce students' answers as "right" or "wrong." |

## Mode of Responses

### Performed Daily

| Item # | (Set) | Task |
|---|---|---|
| 130 | (2) | Determine class understanding of each point of the lesson. |
| 132 | (2) | Have pupil decide when a question has been answered satisfactorily. |
| 133 | (2) | Help students to judge comparative values of answers or suggestions. |
| 134 | (2) | Judge a student objectively--not on his past record. |
| 135 | (2) | Establish acceptable standards of behavior. |
| 136 | (2) | Be aware of undercurrents of behavior in the classroom. |
| 137 | (2) | Recognize, interpret, and utilize student actions and behavior (cues). |
| 138 | (2) | Hold each student accountable for his actions and behavior. |
| 139 | (2) | Make the disciplinary action taken against the student fit the act or behavior. |
| 141 | (2) | Plan from day to day to meet specific classroom control problems. |
| 142 | (2) | Anticipate likely classroom problems. |
| 143 | (2) | Gain knowledge of the principles underlying discipline problems. |
| 144 | (2) | Determine the cause of a student's behavior. |
| 145 | (2) | Understand adolescent student behavior. |
| 146 | (2) | Have students enter classroom in an orderly manner. |
| 151 | (2) | Prevent students' repeatedly coming to class late. |
| 20 | (5) | Provide adequate supplies and classroom facilities. |
| 46 | (5) | Record and file attendance reports on students. |
| 4 | (6) | Cooperate with guidance counselors. |
| 6 | (6) | Be aware of physical growth differences in students. |
| 8 | (6) | Foster an environment which is conducive to an "open door" policy regarding counseling for students. |
| 16 | (6) | Stimulate student interest in distributive and marketing occupations. |
| 24 | (6) | Provide assistance to students to promote self-control. |
| 26 | (6) | Encourage a student to speak out about his life and experiences. |
| 27 | (6) | Provide assistance to students in gaining poise. |
| 28 | (6) | Help students develop open-mindedness. |

## Mode of Responses

### Performed Daily

| Item # | (Set) | Task |
|---|---|---|
| 29 | (6) | Provide assistance to student to promote enthusiasm. |
| 30 | (6) | Provide assistance to students in gaining fluency of speech. |
| 31 | (6) | Provide assistance to students to develop initiative. |
| 32 | (6) | Help students demonstrate good judgment. |
| 33 | (6) | Help students develop a wide range of activities and interests. |
| 35 | (6) | Help students demonstrate resourcefulness. |
| 36 | (6) | Help students demonstrate creativity. |
| 37 | (6) | Provide assistance to students to develop a healthy attitude toward criticism. |
| 38 | (6) | Provide experiences which permit students to develop qualities of leadership. |
| 39 | (6) | Provide assistance to students to foster tact. |
| 40 | (6) | Provide assistance to students to promote cooperation with others. |
| 47 | (6) | Maintain expertise in one's occupational specialty. |
| 61 | (6) | Interpret and promote vocational education within the school and school system. |
| 65 | (6) | Develop good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse, etc.). |
| 67 | (6) | Develop good professional working relationships with teachers and administrators. |
| 69 | (6) | Serve as a homeroom teacher. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Between Daily and Weekly

| Item # | (Set) | Task |
|---|---|---|
| 4 | (2) | Select and develop instructional content for a lesson. |
| 6 | (2) | Provide creative learning experiences for students. |
| 17 | (2) | Determine best instructional media and aids to perform a specific task. |
| 18 | (2) | Select appropriate teaching techniques and methods for accomplishing a task. |
| 36 | (2) | Organize the sequence of learning tasks. |
| 40 | (2) | Adapt assignments to allow individual differences. |
| 51 | (2) | Introduce a lesson. |
| 52 | (2) | Present a lesson involving illustrations. |
| 62 | (2) | Provide pupils with detailed facts and information. |
| 70 | (2) | Make doing something the center of pupils' attention. |
| 80 | (2) | Join or participate in pupils' activities. |
| 76 | (2) | Ask questions that students can only answer if they have studied the lesson. |
| 158 | (2) | Cope with students who fail to do assigned homework assignments. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Performed Weekly

| Item # | (Set) | Task |
|---|---|---|
| 1 | (2) | Organize instructional materials in reference to course objectives. |
| 2 | (2) | Prepare lesson plans. |
| 10 | (2) | Select instructional units needed by all students for group instruction. |
| 21 | (2) | Plan the introduction of a lesson. |
| 38 | (2) | Have different pupils working at different tasks. |
| 39 | (2) | Have all students working at the same task at same time. |
| 42 | (2) | Select classroom activities for more able students. |
| 45 | (2) | Provide instruction through the use of case problems. |
| 46 | (2) | Develop problem-solving activities. |
| 50 | (2) | Direct a group discussion. |
| 59 | (2) | Devise an illustrated talk. |
| 61 | (2) | Have pupils find detailed facts and information on their own. |
| 106 | (2) | Establish evaluative criteria for: lesson, unit or course. |
| 107 | (2) | Give an assignment for outside work (homework). |
| 112 | (2) | Evaluate work of all pupils by a set standard. |
| 117 | (2) | Administer classroom tests. |
| 125 | (2) | Discover the strengths and weaknesses of every student on-the-job and in the classroom. |
| 57 | (5) | Use classroom display materials. |
| 61 | (5) | Develop instructional materials (information sheets, transparencies). |
| 62 | (5) | Reproduce instructional materials with a mimeographic duplicator. |
| 63 | (5) | Reproduce instructional (hard copy and transparency) material with a thermo or photo copier (3M, xerox, etc.). |
| 64 | (5) | Use an overhead projector or opaque projector. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Between Weekly and Monthly

| Item # | (Set) | Task |
|---|---|---|
| 34 | (2) | Have pupil working independently on topics of personal concern. |
| 49 | (2) | Direct a student demonstration. |
| 63 | (2) | Devise case-study problems. |
| 120 | (2) | Formulate completion test items. |
| 121 | (2) | Formulate true-false test questions. |
| 113 | (2) | Have student evaluate his own work. |
| 116 | (2) | Formulate multiple choice questions. |
| 48 | (4) | Become oriented to the range of training stations within the community. |
| 62 | (4) | Conduct visitations to employment establishments. |
| 89 | (4) | Coordinate DECA activities with instructional activities in the distributive education classrooms. |
| 2 | (6) | Confer with other faculty members as to progress of students in distributive education. |

### THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Performed Monthly

| Item # | (Set) | Task |
|---|---|---|
| 23 | (2) | Prepare students for film presentations. |
| 26 | (2) | Plan a field trip. |
| 56 | (2) | Demonstrate a manipulative skill. |
| 66 | (2) | Direct role playing in the classroom. |
| 68 | (2) | Have pupils spend time listening to a person or thing. |
| 118 | (2) | Devise performance tests. |
| 123 | (2) | Be aware of the academic standing of individual class members in other subject areas. |
| 119 | (2) | Formulate matching test items. |
| 31 | (4) | Discuss occupational experience progress report with students. |
| 40 | (4) | Assist employers in securing seasonal and part-time employees from your school. |
| 49 | (4) | Evaluate the training facilities of prospective cooperating employers. |
| 52 | (4) | Become familiar with management policies and the organizational structures of training sponsors. |
| 55 | (4) | Conduct conferences with employers for the purpose of improving on-the-job instruction. |
| 56 | (4) | Seek a variety of on-the-job experiences for distributive education students. |
| 63 | (4) | Check student-trainee progress with employer, supervisor and other personnel. |
| 64 | (4) | Involve cooperating agency in evaluation of student performance. |
| 87 | (4) | Sponsor and supervise DECA activities. |
| 12 | (5) | Provide bulletins, trade magazines, journals, and other instructional materials related to distribution and marketing. |
| 14 | (5) | Arrange field trips to business or industrial establishments. |
| 39 | (5) | Develop and maintain placement records. |
| 42 | (5) | Prepare and file local program financial records. |
| 43 | (5) | Develop, administer, and interpret forms for on-the-job training evaluation. |
| 45 | (5) | Record and file student data (progress, performance, grades, etc.). |
| 47 | (5) | Develop and maintain student progress reports. |
| 67 | (5) | Use an 8mm or 16mm silent or sound motion picture projector. |

Mode of Responses

Performed Monthly

| Item # | (Set) | Task |
|---|---|---|
| 68 | (5) | Use a 35mm filmstrip or slide projector. |
| 1 | (6) | Identify, for your distributive education students, graduates of your school who have been successful in the field of distribution and marketing. |
| 15 | (6) | Assist students with problems connected with furthering their training and education in distribution and marketing beyond the high school level. |
| 17 | (6) | Develop and maintain occupational opportunity files. |
| 18 | (6) | Provide students with resource materials on occupational opportunities. |
| 22 | (6) | Identify post high school training available and appropriate for further education in distribution and marketing. |
| 42 | (6) | Participate in activities that will improve your personal professional development. |
| 46 | (6) | Keep informed on technical changes and new methods in marketing and distribution. |
| 54 | (6) | Attend local and state professional meetings. |
| 60 | (6) | Maintain a personal up-to-date professional library. |
| 64 | (6) | Participate in noninstructional school duties, e.g., cafeteria, bus, ticket collecting, chaperoning, P.T.A., etc. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Between Monthly and Seldom

| Item # | (Set) | Task |
|---|---|---|
| 8 | (2) | Use DECA contests as classroom learning activities. |
| 69 | (2) | Make something itself the center of pupils' attention. |
| 72 | (2) | Present study techniques to students. |
| 110 | (2) | Formulate essay test questions. |
| 122 | (2) | Develop standards for student attainment in class. |
| 1 | (4) | Discourage students from taking long breaks or rest periods at work. |
| 6 | (4) | Anticipate a student's apathy toward his job. |
| 46 | (4) | Maintain a liaison with community members in professional and service organizations. |
| 24 | (5) | Obtain instructional materials from stores, offices or industrial establishments. |
| 65 | (5) | Use a sound or video tape recorder. |
| 21 | (6) | Discuss occupational opportunities with graduates and former students. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Performed Seldom

| Item # | (Set) | Task |
|---|---|---|
| 25 | (2) | Group students to recognize individual differences. |
| 31 | (2) | Involve pupils in uncertain or incomplete situation. |
| 32 | (2) | Collect and analyze subject matter for students. |
| 65 | (2) | Moderate a panel discussion. |
| 71 | (2) | Make a single pupil the center of class attention. |
| 114 | (2) | Evaluate with standardized tests. |
| 154 | (2) | Prevent one student from causing another physical harm. |
| 155 | (2) | Control outbursts of fighting, aggressiveness, or over-competitiveness. |
| 157 | (2) | Handle outside noise or other distraction coming from out of the classroom. |
| 159 | (2) | Handle outside arguments which are brought into the classroom. |
| 160 | (2) | Handle the situation of a student being too tired to function efficiently. |
| 3 | (4) | Handle students who refuse to do manual tasks on-the-job. |
| 4 | (4) | Deal with the student who fools around with his personal friends while he is on the job. |
| 8 | (4) | Deal with the student who constantly arrives at work a few minutes late. |
| 10 | (4) | Discourage the student from wearing inappropriate clothing to work. |
| 13 | (4) | Make students aware of their personal cleanliness before going on the job. |
| 14 | (4) | Handle the student who is insubordinate to his on-the-job supervisor. |
| 15 | (4) | Handle the student who is horsing around on the job with his fellow employees. |
| 16 | (4) | Deal with the student who has been reported to have attempted to "get lost" for long periods of time while he is on the job. |
| 17 | (4) | Investigate tardiness and absence cases related to on-the-job training. |
| 44 | (4) | Cooperate with business in designing and conducting research for improving efficiency in distribution and marketing. |

## Mode of Responses

## Performed Seldom

| Item # | (Set) | Task |
|---|---|---|
| 45 | (4) | Inform community of new developments and trends in vocational education. |
| 3 | (6) | Enlist the services of special subject matter teachers to aid in the remedial instruction of distributive education. |
| 13 | (6) | Confer with student's parents relative to their progress in the training program. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Between Seldom and Semiannually

| Item # | (Set) | Task |
|---|---|---|
| 68 | (4) | Secure suggestions from advisory committee regarding program needs and adjustments. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Performed Semiannually

| Item # | (Set) | Task |
|---|---|---|
| 61 | (4) | Arrange school and work schedules with students, faculty and employers. |
| 44 | (6) | Participate in research studies. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Performed Annually

| Item # | (Set) | Task |
|---|---|---|
| 5 | (2) | Select and develop instructional content for a course. |
| 18 | (4) | Write recommendations for students for permanent employment. |
| 19 | (4) | Assist students with placement upon graduation. |
| 20 | (4) | Arrange employment interviews for students who have been accepted in the distributive education program. |
| 21 | (4) | Assist student in securing employment after being accepted into the distributive education program. |
| 22 | (4) | Select and assign students to the distributive education program. |
| 23 | (4) | Interview students for the distributive education program. |
| 24 | (4) | Develop student selection criteria. |
| 25 | (4) | Confer with counselor, principal, and teachers relative to selection of students. |
| 28 | (4) | Aid students in procuring working permits. |
| 29 | (4) | Advise students regarding social security procedures and regulations. |
| 30 | (4) | Assist students in job orientation. |
| 32 | (4) | Develop policy on absenteeism, work schedules--hours, and wages. |
| 35 | (4) | Prepare and disseminate brochures and other descriptive materials about distributive education. |
| 37 | (4) | Plan and sponsor employer-employee banquet. |
| 38 | (4) | Cooperate with school administration in budget planning. |
| 51 | (4) | Select training stations which provide a good work environment. |
| 54 | (4) | Advise and inform training sponsor of labor laws affecting part-time distributive education students. |
| 57 | (4) | Develop a plan for student supervision at the training station. |
| 58 | (4) | Orient cooperating agency staff to the objectives of the distributive education program. |
| 65 | (4) | Establish a distributive education advisory committee. |

## Mode of Responses

## Performed Annually

| Item # | (Set) | Task |
|---|---|---|
| 72 | (4) | Collect relevant student follow-up data for program evaluation. |
| 73 | (4) | Summarize, report and disseminate information obtained from student follow-up studies. |
| 74 | (4) | Adjust local distributive education program in light of findings of a student follow-up study. |
| 75 | (4) | Secure suggestions from former distributive education graduates for improvement of the training program. |
| 79 | (4) | Use DECA contests as competitive activities. |
| 82 | (4) | Plan an organizational meeting for a DECA chapter. |
| 83 | (4) | Assist in the election and installation of DECA officers and members. |
| 84 | (4) | Assist students who wish to advance within state or national DECA. |
| 85 | (4) | Assist in the development of the constitution and bylaws for state or local DECA chapter. |
| 86 | (4) | Affiliate with state and national DECA. |
| 88 | (4) | Develop a yearly program of activities for the DECA chapter. |
| 92 | (4) | Evaluate the local DECA program of activities. |
| 94 | (4) | Make plans and preparations for participation in DECA district and state leadership conferences. |
| 96 | (4) | Advise state and national DECA competition entries. |
| 48 | (5) | Prepare reports required by State Department of Education. |
| 10 | (5) | Update, revise, and improve high school distributive education curriculum materials. |
| 11 | (5) | Evaluate high school distributive education text and reference materials. |
| 13 | (5) | Determine the appropriate high school library resources for distributive education students. |
| 23 | (5) | Secure special instructional aids such as merchandise, cash register, etc. |
| 25 | (5) | Select for classroom use reference books, texts, and other instructional materials. |
| 26 | (5) | Select for the general library, textbooks, reference books and other materials pertaining to marketing and distribution. |
| 27 | (5) | Prepare requests for supplies and equipment needs. |

## Mode of Responses

## Performed Annually

| Item # | (Set) | Task |
|---|---|---|
| 28 | (5) | Maintain a running inventory of supplies and equipment. |
| 30 | (5) | Maintain an inventory of equipment and instructional materials. |
| 37 | (5) | Arrange for storage of equipment and supplies. |
| 41 | (5) | Evaluate distributive education classroom facilities and equipment. |
| 44 | (5) | Obtain follow-up information from graduates and former students. |
| 49 | (5) | Prepare and submit distributive education program evaluation. |
| 50 | (5) | Determine long and short range supply needs. |
| 53 | (5) | Conduct follow-up studies of former high school distributive education students at regular intervals. |
| 55 | (5) | Determine long and short range supply needs and amortization. |
| 45 | (6) | Orient and assist beginning teachers in your school. |
| 51 | (6) | Maintain active membership in National Education Association or American Federation of Teachers. |
| 52 | (6) | Maintain active membership in the state education association or teacher's union. |
| 53 | (6) | Maintain active membership in local education association or local teachers' union. |
| 57 | (6) | Participate in state and national vocational organizations. |
| 59 | (6) | Engage in a planned personal program of continuing education. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Between Annually and Never

| Item # | (Set) | Task |
|---|---|---|
| 78 | (4) | Make a task or activity analysis of specific occupations. |
| 33 | (5) | Develop a system for recording and filing all information relevant to planning future courses. |
| 35 | (5) | Prepare or assist in the preparation of state DECA reports. |
| 12 | (6) | Administer to distributive education students aptitude tests and interest inventories. |
| 19 | (6) | Arrange for the administering of occupational tests to distributive education students. |
| 41 | (6) | Participate in and/or plan local in-service education programs. |
| 48 | (6) | Select and provide adequate teaching experiences and supervision for student teachers. |

## THE FREQUENCY OF PERFORMANCE OF TASKS BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Performed Never

| Item # | (Set) | Task |
|---|---|---|
| 75 | (2) | Remain aloof or detached from pupils' activities. |
| 5 | (4) | Handle the situation of a student who is known to be promiscuous with his employer. |
| 26 | (4) | Assist in securing part-time employment experiences for project plan distributive education students. |
| 39 | (4) | Confer with organized labor representatives relative to the distributive education training program. |
| 50 | (4) | Select training stations (based on a community manpower survey). |
| 60 | (4) | Supervise on-the-job instruction of trainees during summer months. |
| 41 | (4) | Maintain a liaison with state and local employment agencies. |
| 66 | (4) | Maintain a regular schedule of activities for the advisory committee. |
| 67 | (4) | Secure advisory committee recommendations for training stations. |
| 69 | (4) | Consult advisory committee in planning for facilities and equipment needs. |
| 70 | (4) | Involve advisory committee in the evaluation of physical facilities, adequacy of equipment and supplies. |
| 71 | (4) | Secure aid of advisory committee in preparing occupational analysis to be used in training plans. |
| 76 | (4) | Conduct or participate in an overall community manpower survey. |
| 77 | (4) | Conduct community manpower surveys to determine needs and resources for adult and high school distributive education training. |
| 1 | (5) | Organize and supervise adult evening and part-time classes in distribution and marketing. |
| 2 | (5) | Plan financial arrangements for adult distributive education program. |
| 3 | (5) | Secure physical facilities for adult distributive education classes. |
| 4 | (5) | Prepare reports at conclusion of each adult distributive education class. |

Mode of Responses

Performed Never

| Item # | (Set) | Task |
|---|---|---|
| 5 | (5) | Personally instruct adult distributive education classes when qualified. |
| 6 | (5) | Secure adult instructors and resource people for adult distributive education classes. |
| 7 | (5) | Aid instructors of adult distributive education classes in organizing instructional materials. |
| 8 | (5) | Publicize and promote adult distributive education classes as a part of the school's total program. |
| 9 | (5) | Conduct teacher training sessions for adult distributive education instructors. |
| 32 | (5) | Make community occupational surveys. |
| 38 | (5) | Determine and collect fees for consumable supplies. |
| 58 | (5) | Use closed circuit TV equipment. |
| 59 | (5) | Use audio tape, disc recording and radio receiver equipment. |
| 66 | (5) | Use a flannel board or flip chart. |
| 10 | (6) | Develop and administer a survey instrument to determine the individual's home environment. |
| 11 | (6) | Counsel adults in the school district needing retraining in distribution and marketing. |
| 14 | (6) | Contact selected school drop-outs and encourage training in distribution and marketing. |
| 20 | (6) | Interpret occupational tests and inventories to distributive education students. |
| 23 | (6) | Conduct visits to the distributive education student's home for instructional purposes. |
| 43 | (6) | Contribute to the professional literature in your field. |
| 49 | (6) | Cooperate with area colleges in providing opportunities for observation and demonstration. |
| 62 | (6) | Assist when asked in administering SCAT, STEP, and other school, district, state, or national testing programs. |
| 63 | (6) | Sponsor nonvocational clubs, societies, special interest groups, etc. |
| 68 | (6) | Cooperate with local school officials in offering especially designed classes for disadvantaged youth. |
| 70 | (6) | Supervise a study hall, or lunchroom. |

Note: The following performance tasks were eliminated from the results as no mode of agreement existed for the total group of teachers in the study.

| Item # | (Set) | Task |
|---|---|---|
| 19 | (5) | Provide adequate references for each occupational cluster represented in the distributive education program. |
| 40 | (5) | Establish "check out" procedures for periodicals, supplies, and equipment. |
| 51 | (5) | Establish and submit a travel budget. |
| 128 | (2) | Withhold judgment on students' behavior or work. |

## THE DEGREE OF PERSONAL EFFECTIVENESS ON TASKS PERCEIVED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Extremely Effective

| Item # | (Set) | Task |
|---|---|---|
| 156 | (2) | Control students who physically assault the teacher. |
| 37 | (4) | Plan and sponsor employer-employee banquet. |
| 81 | (4) | Secure approval from school administration and state for establishing a DECA chapter. |

## THE DEGREE OF PERSONAL EFFECTIVENESS ON TASKS PERCEIVED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Between Extremely and Highly

| Item # | (Set) | Task |
|---|---|---|
| 9 | (4) | Cope with the student caught stealing from his employer. |
| 28 | (4) | Aid students in procuring working permits. |
| 58 | (6) | Actively participate as a member or officer of a professional organization or teachers' union. |

## THE DEGREE OF PERSONAL EFFECTIVENESS ON TASKS PERCEIVED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 1 | (2) | Organize instructional materials in reference to course objectives. |
| 2 | (2) | Prepare lesson plans. |
| 3 | (2) | Formulate course objectives. |
| 4 | (2) | Select and develop instructional content for a lesson. |
| 5 | (2) | Select and develop instructional content for a course. |
| 8 | (2) | Use DECA contests as classroom learning activities. |
| 10 | (2) | Select instructional units needed by all students for group instruction. |
| 11 | (2) | Provide a variety of experiences within a lesson. |
| 16 | (2) | Organize subject matter around personalities and human relations. |
| 17 | (2) | Determine best instructional media and aids to perform a specific task. |
| 18 | (2) | Select approximate teaching techniques and methods for accomplishing a task. |
| 20 | (2) | Correlate related and technical information with job activities of student. |
| 21 | (2) | Plan the introduction of a lesson. |
| 22 | (2) | Provide individualized instruction. |
| 23 | (2) | Prepare students for film presentations. |
| 26 | (2) | Plan a field trip. |
| 27 | (2) | Stress student strengths. |
| 29 | (2) | Provide for individual student conferences. |
| 34 | (2) | Have pupil working independently on topics of personal concern. |
| 36 | (2) | Organize the sequence of learning tasks. |
| 39 | (2) | Have all students working at the same task at same time. |
| 44 | (2) | Establish and maintain an atmosphere conducive to teacher-pupil planning. |
| 46 | (2) | Develop problem-solving activities. |
| 47 | (2) | Devise oral questions. |
| 49 | (2) | Direct a student demonstration. |
| 50 | (2) | Direct a group discussion. |
| 51 | (2) | Introduce a lesson. |
| 53 | (2) | Select main points of a lesson for summarization. |

## Mode of Responses

### Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 55 | (2) | Make students aware of the important points to look for in a demonstration. |
| 56 | (2) | Demonstrate a manipulative skill. |
| 61 | (2) | Have pupils find detailed facts and information on their own. |
| 66 | (2) | Direct role playing in the classroom. |
| 67 | (2) | Have pupils spend time watching a person or thing. |
| 70 | (2) | Make doing something the center of pupils' attention. |
| 73 | (2) | Help student achieve maximum motivation. |
| 74 | (2) | Make yourself the center of class attention. |
| 78 | (2) | Ask questions which can be answered with alternative answers. |
| 79 | (2) | Ask questions which require single right answers. |
| 81 | (2) | Encourage students to guess or hypothesize about the unknown or untested. |
| 82 | (2) | Ask students to support answers or opinions with evidence. |
| 83 | (2) | Give instructions clearly. |
| 84 | (2) | Encourage students to ask questions. |
| 85 | (2) | Hold all pupils responsible for certain material to be learned. |
| 87 | (2) | Relate learning to student's needs and experiences. |
| 88 | (2) | Adapt questions to individual student ability. |
| 90 | (2) | Obtain individual responses to oral questioning. |
| 93 | (2) | Relate learning to student's experience and past learning. |
| 95 | (2) | Assist students in solving their scholastic problems. |
| 98 | (2) | Provide signs of immediate success, rewards, and encouragement to students. |
| 99 | (2) | Establish a personal relationship with each student in the class. |
| 100 | (2) | Allow for student participation in instruction. |
| 101 | (2) | Reinforce desired student behavior. |
| 102 | (2) | Get to know each student early in the term. |
| 103 | (2) | Promote a definite rapport between teacher and class. |
| 104 | (2) | Formulate a system of grading consistent with school policy. |

### Mode of Responses

### Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 105 | (2) | Evaluate students' progress in class and home assignments. |
| 106 | (2) | Establish evaluative criteria for: lesson, unit, or course. |
| 111 | (2) | Evaluate work of different pupils by different standards. |
| 115 | (2) | Establish methods for measuring on-the-job performance. |
| 117 | (2) | Administer classroom tests. |
| 120 | (2) | Formulate completion test items. |
| 122 | (2) | Develop standards for student attainment in class. |
| 123 | (2) | Be aware of the academic standing of individual class members in other subject areas. |
| 125 | (2) | Discover the strengths and weaknesses of every student on-the-job and in the classroom. |
| 126 | (2) | Help pupils discover and correct factual errors and inaccuracies. |
| 129 | (2) | Reinforce students' answers as "right" or "wrong." |
| 130 | (2) | Determine class understanding of each point of the lesson. |
| 133 | (2) | Help students to judge comparative values of answers or suggestions. |
| 134 | (2) | Judge a student objectively--not on his past record. |
| 119 | (2) | Formulate matching test items. |
| 135 | (2) | Establish acceptable standards of behavior. |
| 136 | (2) | Be aware of undercurrents of behavior in the classroom. |
| 138 | (2) | Hold each student accountable for his actions and behavior. |
| 139 | (2) | Make the disciplinary action taken against the student fit the act or behavior. |
| 140 | (2) | Be prepared to meet student verbal explosions. |
| 141 | (2) | Plan from day to day to meet specific classroom control problems. |
| 142 | (2) | Anticipate likely classroom problems. |
| 143 | (2) | Gain knowledge of the principles underlying discipline problems. |
| 144 | (2) | Determine the cause of a student's behavior. |
| 145 | (2) | Understand adolescent student behavior. |
| 146 | (2) | Have students enter classroom in an orderly manner. |

Mode of Responses

Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 147 | (2) | Encourage self-discipline on part of student. |
| 148 | (2) | Encourage pupils to express themselves freely. |
| 150 | (2) | Have each student's attention before starting the lesson. |
| 151 | (2) | Prevent students' repeatedly coming to class late. |
| 152 | (2) | Cope with unpleasant remarks made by students. |
| 155 | (2) | Control outbursts of fighting, aggressiveness, or over-competitiveness. |
| 157 | (2) | Handle outside noise or other distraction coming from out of the classroom. |
| 159 | (2) | Handle outside arguments which are brought into the classroom. |
| 2 | (4) | Cope with the student who gives away store merchandise or services to his friends. |
| 3 | (4) | Handle students who refuse to do manual tasks on-the-job. |
| 4 | (4) | Deal with the student who fools around with his personal friends while he is on the job. |
| 5 | (4) | Handle the situation of a student who is known to be promiscuous with his employer. |
| 7 | (4) | Cope with the student who has had a fight with a fellow employee while at work. |
| 8 | (4) | Deal with the student who constantly arrives at work a few minutes late. |
| 10 | (4) | Discourage the student from wearing inappropriate clothing to work. |
| 11 | (4) | Cope with the student who comes to school but does not show up for his job. |
| 12 | (4) | Handle the student who goes to work but cuts school the same day. |
| 13 | (4) | Make students aware of their personal cleanliness before going on the job. |
| 14 | (4) | Handle the student who is insubordinate to his on-the-job supervisor. |
| 15 | (4) | Handle the student who is horsing around on the job with his fellow employees. |
| 16 | (4) | Deal with the student who has been reported to have attempted to "get lost" for long periods of time while he is on the job. |
| 17 | (4) | Investigate tardiness and absence cases related to on-the-job training. |
| 18 | (4) | Write recommendations for students for permanent employment. |

## Mode of Responses

### Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 20 | (4) | Arrange employment interviews for students who have been accepted in the distributive education program. |
| 21 | (4) | Assist student in securing employment after being accepted into the distributive education program. |
| 22 | (4) | Select and assign students to the distributive education program. |
| 23 | (4) | Interview students for the distributive education program. |
| 24 | (4) | Develop student selection criteria. |
| 25 | (4) | Confer with counselor, principal, and teachers relative to selection of students. |
| 29 | (4) | Advise students regarding social security procedures and regulations. |
| 30 | (4) | Assist students in job orientation. |
| 31 | (4) | Discuss occupational experience progress report with students. |
| 32 | (4) | Develop policy on absenteeism work schedules--hours, and wages. |
| 35 | (4) | Prepare and disseminate brochures and other descriptive materials about distributive education. |
| 42 | (4) | Cooperate with community organizations in projects related to distribution and marketing. |
| 47 | (4) | Explain the distributive education program to civic clubs and other group meetings. |
| 48 | (4) | Become oriented to the range of training stations within the community. |
| 50 | (4) | Select training stations (bases on a community manpower survey). |
| 51 | (4) | Select training stations which provide a good work environment. |
| 53 | (4) | Orient cooperating agency staff to objectives of the distributive education program. |
| 54 | (4) | Advise and inform training sponsor of labor laws affecting part-time distributive education students. |
| 55 | (4) | Conduct conferences with employers for the purpose of improving on-the-job instruction. |
| 58 | (4) | Develop a cooperative training agreement between student and school and employer. |
| 61 | (4) | Arrange school and work schedules with students, faculty and employers. |

Mode of Responses

Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 62 | (4) | Conduct visitations to employment establishments. |
| 49 | (4) | Evaluate the training facilities of prospective cooperating employees. |
| 72 | (4) | Collect relevant student follow-up data for program evaluation. |
| 82 | (4) | Plan an organizational meeting for a DECA chapter. |
| 83 | (4) | Assist in the election and installation of DECA officers and members. |
| 84 | (4) | Assist students who wish to advance within state or national DECA. |
| 86 | (4) | Affiliate with state and national DECA. |
| 87 | (4) | Sponsor and supervise DECA activities. |
| 92 | (4) | Evaluate the local DECA program of activities. |
| 94 | (4) | Make plans and preparations for participation in DECA district and state leadership conferences. |
| 95 | (4) | Serve on area or state DECA advisory committees. |
| 4 | (5) | Prepare reports at conclusion of each adult distributive education class. |
| 10 | (5) | Update, revise, and improve high school distributive education curriculum materials. |
| 11 | (5) | Evaluate high school distributive education text and reference materials. |
| 12 | (5) | Provide bulletins, trade magazines, journals, and other instructional materials related to distribution and marketing. |
| 14 | (5) | Arrange field trips to business or industrial establishments. |
| 15 | (5) | Arrange for guest speakers in high school distributive education classes. |
| 17 | (5) | Select supplies and equipment for distributive education program. |
| 20 | (5) | Provide adequate supplies and classroom facilities. |
| 23 | (5) | Secure special instructional aids such as merchandise, cash register, etc. |
| 24 | (5) | Obtain instructional materials from stores, offices or industrial establishments. |
| 25 | (5) | Select for classroom use reference books, texts, and other instructional materials. |
| 27 | (5) | Prepare requests for supplies and equipment needs. |

## Mode of Responses

## Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 28 | (5) | Maintain a running inventory of supplies and equipment. |
| 29 | (5) | Maintain a record system of placement opportunities. |
| 30 | (5) | Maintain an inventory of equipment and instructional materials. |
| 35 | (5) | Prepare or assist in the preparation of state DECA reports. |
| 37 | (5) | Arrange for storage of equipment and supplies. |
| 39 | (5) | Develop and maintain placement records. |
| 42 | (5) | Prepare and file local program financial records. |
| 44 | (5) | Obtain follow-up information from graduates and former students. |
| 45 | (5) | Record and file student data (progress, performance, grades, etc.). |
| 46 | (5) | Record and file attendance reports on students. |
| 48 | (5) | Prepare reports required by State Department of Education. |
| 51 | (5) | Establish and submit a travel budget. |
| 52 | (5) | Plan budgets for resource materials (textbooks, library books, etc.). |
| 54 | (5) | Make periodic program reports to high school principal or other supervisor. |
| 57 | (5) | Use classroom display materials. |
| 59 | (5) | Use audio tape, disc recording and radio receiver equipment. |
| 60 | (5) | Use an 8mm single concept film projector. |
| 61 | (5) | Develop instructional materials (information sheets, transparencies). |
| 62 | (5) | Reproduce instructional materials with a mimeographic duplicator. |
| 63 | (5) | Reproduce instructional (hard copy and transparency) material with a thermo or photo copier (3M, xerox, etc.). |
| 64 | (5) | Use an overhead projector or opaque projector. |
| 67 | (5) | Use an 8mm or 16mm silent or sound motion picture projector. |
| 68 | (5) | Use a 35mm filmstrip or slide projector. |
| 43 | (5) | Develop, administer, and interpret forms for on-the-job training evaluation. |
| 2 | (6) | Confer with other faculty members as to progress of students in distributive education. |
| 4 | (6) | Cooperate with guidance counselors. |
| 8 | (6) | Foster an environment which is conducive to an "open door" policy regarding counseling for students. |

## Mode of Responses

### Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 13 | (6) | Confer with students' parents relative to their progress in the training program. |
| 15 | (6) | Assist students with problems connected with furthering their training and education in distribution and marketing beyond the high school level. |
| 16 | (6) | Stimulate student interest in distributive and marketing occupations. |
| 17 | (6) | Develop and maintain occupational opportunity files. |
| 22 | (6) | Identify post high school training available and appropriate for further education in distribution and marketing. |
| 24 | (6) | Provide assistance to students to promote self-control. |
| 25 | (6) | Assist student with personal and social problems. |
| 27 | (6) | Provide assistance to students in gaining poise. |
| 28 | (6) | Help students develop open-mindedness. |
| 29 | (6) | Provide assistance to students to promote enthusiasm. |
| 37 | (6) | Provide assistance to students to develop a healthy attitude toward criticism. |
| 38 | (6) | Provide experiences which permit students to develop qualities of leadership. |
| 40 | (6) | Provide assistance to students to promote cooperation with others. |
| 42 | (6) | Participate in activities that will improve your personal professional development. |
| 45 | (6) | Orient and assist beginning teachers in your school. |
| 46 | (6) | Keep informed on technical changes and new methods in marketing and distribution. |
| 48 | (6) | Select and provide adequate teaching experiences and supervision for student teachers. |
| 49 | (6) | Cooperate with area colleges in providing opportunities for observation and demonstration. |
| 50 | (6) | Keep informed on the development of distributive education on the state and national levels. |
| 53 | (6) | Maintain active membership in local education association or local teachers' union. |
| 56 | (6) | Support efforts of professional organizations related to distributive education. |
| 57 | (6) | Participate in state and national vocational organizations. |

Mode of Responses

Highly Effective

| Item # | (Set) | Task |
|---|---|---|
| 59 | (6) | Engage in a planned personal program of continuing education. |
| 60 | (6) | Maintain a personal up-to-date professional library. |
| 61 | (6) | Interpret and promote vocational education within the school and school system. |
| 64 | (6) | Participate in noninstructional school duties, e.g., cafeteria, bus, ticket collecting, chaperoning, P.T.A., etc. |
| 65 | (6) | Develop good working relationships with school staff (secretaries, custodians, cafeteria workers, school nurse, etc.). |
| 66 | (6) | Assist in planning and developing the overall educational objectives and goals of the total school program. |
| 68 | (6) | Cooperate with local school officials in offering especially designed classes for disadvantaged youth. |

# THE DEGREE OF PERSONAL EFFECTIVENESS ON TASKS PERCEIVED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

## Mode of Responses

## Between Highly and Somewhat

| Item # | (Set) | Task |
|---|---|---|
| 9 | (2) | Relate course objectives in terms of desired student behavior. |
| 12 | (2) | Organize learning around pupil's own problem or question. |
| 13 | (2) | Organize learning around questions posed by teacher. |
| 15 | (2) | Plan for special reports by students. |
| 24 | (2) | Provide a structured classroom routine. |
| 28 | (2) | Motivate students with privileges, grades, rewards. |
| 30 | (2) | Prevent situations which cause pupil doubt or perplexity. |
| 32 | (2) | Collect and analyze subject matter for student. |
| 33 | (2) | Make students collect and analyze his own subject matter. |
| 38 | (2) | Have different pupils working at different tasks. |
| 40 | (2) | Adapt assignments to allow individual differences. |
| 41 | (2) | Set attainable individual goals for students. |
| 52 | (2) | Present a lesson involving illustrations. |
| 62 | (2) | Provide pupils with detailed facts and information. |
| 65 | (2) | Moderate a panel discussion. |
| 68 | (2) | Have pupils spend time listening to a person or thing. |
| 69 | (2) | Make something itself the center of pupils' attention. |
| 71 | (2) | Make a single pupil the center of class attention. |
| 72 | (2) | Present study techniques to students. |
| 80 | (2) | Join or participate in pupils' activities. |
| 86 | (2) | Assist student to develop study habits. |
| 107 | (2) | Give an assignment for outside work (homework). |
| 109 | (2) | Evaluate one's own techniques and methods of teaching. |
| 110 | (2) | Formulate essay test questions. |
| 112 | (2) | Evaluate work of all pupils by a set standard. |
| 116 | (2) | Formulate multiple choice questions. |
| 118 | (2) | Devise performance tests. |
| 121 | (2) | Formulate true-false test questions. |
| 124 | (2) | Devise and direct student self-evaluations. |

## Mode of Responses

## Between Highly and Somewhat

| Item # | (Set) | Task |
|---|---|---|
| 127 | (2) | Help students question misconceptions, faults, logic, unwarranted conclusions. |
| 131 | (2) | Allow students to determine their own level of aspiration. |
| 149 | (2) | Discourage or prevent pupils from expressing themselves freely. |
| 153 | (2) | Handle discipline problems or disturbances caused by students not in your class. |
| 158 | (2) | Cope with students who fail to do assigned homework assignments. |
| 160 | (2) | Handle the situation of a student being too tired to function efficiently. |
| 6 | (4) | Anticipate a student's apathy toward his job. |
| 19 | (4) | Assist students with placement upon graduation. |
| 26 | (4) | Assist in securing part-time employment experiences for project plan distributive education students. |
| 27 | (4) | Provide supervised occupational experiences for project plan distributive education students. |
| 36 | (4) | Prepare and present radio and TV programs promoting distributive education. |
| 38 | (4) | Cooperate with school administration in budget planning for the distributive education program. |
| 45 | (4) | Inform community of new developments and trends in vocational education. |
| 46 | (4) | Maintain a liaison with community members in professional and service organizations. |
| 56 | (4) | Seek a variety of on-the-job experiences for distributive education students. |
| 60 | (4) | Supervise on-the-job instruction of trainees during summer months. |
| 73 | (4) | Summarize, report and disseminate information obtained from student follow-up studies. |
| 78 | (4) | Make a task or activity analysis of specific occupations. |
| 79 | (4) | Use DECA contests as competitive activities. |
| 80 | (4) | Organize school and community support for a DECA chapter. |
| 88 | (4) | Develop a yearly program of activities for the DECA chapter. |
| 89 | (4) | Coordinate DECA activities with instructional activities in the distributive education classrooms. |
| 91 | (4) | Conduct leadership development seminars for DECA members. |

## Mode of Responses

### Between Highly and Somewhat

| Item # | (Set) | Task |
|---|---|---|
| 93 | (4) | Stimulate active participation in regional, state and national DECA leadership meetings, contests, etc. |
| 96 | (4) | Advise state and national DECA competition entries. |
| 1 | (5) | Organize and supervise adult evening and part-time classes in distribution and marketing. |
| 21 | (5) | Provide student work areas and storage space in the classroom laboratory. |
| 18* | (5) | Maintain a distributive education classroom library. |
| 26 | (5) | Select for the general library, textbooks, reference books, and other materials pertaining to marketing and distribution. |
| 33 | (5) | Develop a system for recording and filing all information relevant to planning future courses. |
| 38 | (5) | Determine and collect fees for consumable supplies. |
| 40 | (5) | Establish "check out" procedures for periodicals, supplies, and equipment. |
| 41 | (5) | Evaluate distributive education classroom facilities and equipment. |
| 49 | (5) | Prepare and submit distributive education program evaluation reports. |
| 55 | (5) | Determine long and short range supply needs and amortization. |
| 65 | (5) | Use a sound or video tape recorder. |
| 1 | (6) | Identify, for your distributive education students, graduates of your school who have been successful in the field of distribution and marketing. |
| 9 | (6) | Conduct visits to the distributive education student's home for personal counseling purposes. |
| 26 | (6) | Encourage a student to speak out about his life and experiences. |
| 31 | (6) | Provide assistance to students to develop initiative. |
| 32 | (6) | Help students demonstrate good judgment. |
| 30 | (6) | Provide assistance to students in gaining fluency of speech. |
| 36 | (6) | Help students demonstrate creativity. |
| 39 | (6) | Provide assistance to students to foster tact. |
| 12 | (6) | Administer to distributive education students aptitude tests and interest inventories. |

Mode of Responses

Between Highly and Somewhat

| Item # | (Set) | Task |
|---|---|---|
| 51 | (6) | Maintain active membership in National Education Association or American Federation of Teachers. |
| 52 | (6) | Maintain active membership in the state education association or teachers' union. |
| 62 | (6) | Assist when asked in administering SCAT, STEP, and other school, district, state, or national testing programs. |
| 63 | (6) | Sponsor nonvocational clubs, societies, special interest groups, etc. |
| 60 | (6) | Maintain a personal up-to-date professional library. |

## THE DEGREE OF PERSONAL EFFECTIVENESS ON TASKS PERCEIVED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

Mode of Responses

Somewhat Effective

| Item # | (Set) | Task |
|---|---|---|
| 37 | (2) | Predict student readiness for a given learning task. |
| 25 | (2) | Group students to recognize individual differences |
| 31 | (2) | Involve pupils in uncertain or incomplete situation. |
| 42 | (2) | Select classroom activities for more able students. |
| 48 | (2) | Obtain closure for a lesson. |
| 60 | (2) | Make a wide range of informative material available to students. |
| 64 | (2) | Direct programmed instruction (teaching machine or programmed text materials). |
| 113 | (2) | Have student evaluate his own work. |
| 114 | (2) | Evaluate with standardized tests. |
| 132 | (2) | Have pupil decide when a question has been answered satisfactorily. |
| 41 | (4) | Maintain a liaison with state and local employment agencies. |
| 43 | (4) | Serve as a resource person to community agencies and organizations. |
| 44 | (4) | Cooperate with business in designing and conducting research for improving efficiency in distribution and marketing. |
| 57 | (4) | Develop a plan for student supervision at the training station. |
| 59 | (4) | Develop systematic training plan with a cooperating employer. |
| 65 | (4) | Establish a distributive education advisory committee. |
| 67 | (4) | Secure advisory committee recommendations for training stations. |
| 68 | (4) | Secure suggestions from advisory committee regarding program needs and adjustments. |
| 69 | (4) | Consult advisory committee in planning for facilities and equipment needs. |
| 70 | (4) | Involve advisory committee in the evaluation of physical facilities, adequacy of equipment and supplies. |
| 71 | (4) | Secure aid of advisory committee in preparing occupational analysis to be used in training plans. |

## Mode of Responses

### Somewhat Effective

| Item # | (Set) | Task |
|---|---|---|
| 74 | (4) | Adjust local distributive education program in light of findings of a student follow-up study. |
| 75 | (4) | Secure suggestions from former distributive education graduates for improvement of the training program. |
| 97 | (4) | Obtain and utilize the assistance of the state DECA advisory committee and chapter parents. |
| 8 | (5) | Publicize and promote adult distributive education classes as a part of the school's total program. |
| 6 | (5) | Secure adult instructors and resource people for adult distributive education classes. |
| 13 | (5) | Determine the appropriate high school library resources for distributive education students. |
| 19 | (5) | Provide adequate references for each occupational cluster represented in the distributive education program. |
| 36 | (5) | Determine long and short range distributive education facility needs. |
| 66 | (5) | Use a flannel board or flip chart. |
| 3 | (6) | Enlist the services of special subject matter teachers to aid in the remedial instruction of distributive education students. |
| 5 | (6) | Work with special teachers to help students with individual problems (remedial reading, English, school social worker). |
| 6 | (6) | Be aware of physical growth differences in students. |
| 7 | (6) | Refer students to qualified personnel agencies for occupational and educational information. |
| 10 | (6) | Develop and administer a survey instrument to determine the individual's home environment. |
| 11 | (6) | Counsel adults in the school district needing retraining in distribution and marketing. |
| 14 | (6) | Contact selected school drop-outs and encourage training in distribution and marketing. |
| 20 | (6) | Interpret occupational tests and inventories to distributive education students. |
| 21 | (6) | Discuss occupational opportunities with graduates and former students. |
| 23 | (6) | Conduct visits to the distributive education student's home for instructional purposes. |
| 33 | (6) | Help students develop a wide range of activities and interests. |
| 34 | (6) | Help students demonstrate alertness. |

Mode of Responses

Somewhat Effective

| Item # | (Set) | Task |
|---|---|---|
| 35 | (6) | Help students demonstrate resourcefulness. |
| 41 | (6) | Participate in and/or plan local in-service education programs. |
| 43 | (6) | Contribute to the professional literature in your field. |
| 44 | (6) | Participate in research studies. |

## THE DEGREE OF PERSONAL EFFECTIVENESS ON TASKS PERCEIVED BY THE LARGEST PERCENTAGE OF TEACHERS IN THE TOTAL POPULATION

### Mode of Responses

### Ineffective

| Item # | (Set) | Task |
|---|---|---|
| 75 | (2) | Remain aloof or detached from pupils' activities. |
| 39 | (4) | Confer with organized labor representatives relative to the distributive education training program. |
| 9 | (5) | Conduct teacher training sessions for adult distributive education instructors. |
| 58 | (5) | Use closed circuit TV equipment. |
| 70 | (6) | Supervise a study hall, or lunchroom. |

Note: The following performance tasks were eliminated from the results as no mode of agreement existed for the total group of teachers in the study.

| | | |
|---|---|---|
| 2 | (5) | Plan financial arrangements for adult distributive education program. |
| 3 | (5) | Secure physical facilities for adult distributive education classes. |

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